

PERSONAL

My colleague and partner Master Wragg (the slightly better-looking one of the current team of grotesques) recently raised a question in this column about the obsession with class which used to dominate educational thinking in the 1950s. What, he asked, had become of it? He went on to argue that, though the obsession had gone, the problem remained, and, in education, the division between the working classes and the middle classes was as wide as, or wider than, ever. I am sure he is right. And in the older universities there is a relic of the old obsession which, if it has any effect, must be damaging, because it tends to obscure this division.

Our obsession takes the form of a near-hysterical concern about what schools our pupils come from. Every college makes lists of comprehensive schools and flings wide its doors for Open Days, when the place is overrun with 16-year-olds, anxious for a day off school, and often totally indifferent to the frantic wooing of which they are the object. We devise special schemes for London, special schemes for Scotland, special schemes to enable those with no Greek to read Classics (and probably those with no Latin will soon

be similarly encouraged). And then we pore over the statistics.

Even though we recognize the difficulty of satisfactorily classifying schools, sixth form colleges, colleges of further education, tutorial establishments, public schools, church schools and so on, still we use the good old emotive pair, Comprehensive and Independent, and become over-excited when the figures show that more successful candidates are drawn from comprehensive schools than independent schools (49 per cent of those who started at Oxford in October 1982 were from comprehensive schools, as against 47 per cent from independent schools, 4 per cent coming from 'other' educational backgrounds). We eagerly await this year's statistics, and shall be ashamed if the desired trend is reversed.

What we don't much ask ourselves is who these comprehensive school candidates are. Are they not the sons and daughters of doctors, teachers, vicars, bank managers, company directors, solicitors? The answer is that they are, almost without exception. And increasingly it can be presumed that this will be so, as comprehensive schools improve.



Mary Warnock

Once the candidates have become undergraduates, it is very difficult indeed to guess what school they have come from, even what kind of school. If I wanted to fit my pupils into social categories, I would have to operate on a totally different classification. Given that almost all of their parents would be, roughly speaking, members of the professions, I would divide the children according to some imprecise judgment of whether they were traditional or the reverse: the criterion of ancient or modern. Their tastes in clothes, music and hair-style and their ways of talking would be scrutinized by this test. Let no one think that the Etonian could be easily

ly distinguished from the London comprehensive school pupil by his speech. Give or take a few traces of regional accent, (and in Oxford there are very few traces, except among some of the Scots) the ancient talk one way and the modern talk in a totally classless radio-orientated other way.

The test would work best in the last year at university, when they, the undergraduates, were beginning to think seriously about jobs. The ancient go for the Civil Service or the Post-graduate Certificate in Education; the modern will be thinking of advertising, television, radio, or possibly commerce or industry. The ancient want security, the modern want glamour and, if possible, money soon. Among a predominantly middle-class population, this new class distinction is really quite marked.

But such distinctions are, obviously, of only limited and local interest. The real division has been made years before, when the school-leavers leave after the fifth year, and the others stay on. We in the universities tend to obscure this important truth by going on so mindlessly about what kind of sixth form our pupils have attended.

In one sense, of course, the problem that only the middle class go to university is necessarily true. For only those who are interested in education do so, and at present, this is the same as to say only the children of professional parents. The problem is how to get more people interested. If this turns them into members of the middle class, so be it. The middle class must be widened.

This does not alarm me. What does alarm me is the difficulty of hiring about any such widening. For it needs to be tackled at least three years before there is any question of entering university, in the dreaded fifth year, or earlier than that. It is difficult for the universities to play any direct part in such a process. What they must try to do instead is to bridge the ancient/modern gap, and encourage some, at least, of their bright modern pupils to undertake the ancient task of teaching, and teaching so well that their pupils will be prepared to contemplate non-compulsory education for themselves. Only when this is beginning to happen can the universities properly congratulate themselves on the size of their "comprehensive" intake.

ARISTIDES

Police and prejudice

A couple of years ago Jonathan Bentham, director of the Royal Anthropological Institute, wrote an article in *The TES* about prejudice and stereo-typing which sparked off much interest and activity.

Some of the fruits of the subsequent debate, in particular the question of what should be taught about it in schools, are now to be channelled into a conference next weekend at St Catherine's, Cumberland Lodge, in Windsor Great Park. Ben Whitaker, director of the Minority Rights Group, is convening it jointly with Bentham, and the audience of teachers, social scientists and race relations workers will be examining insights into such phenomena as group-images and scapegoating.

As Jonathan Bentham points out, the whole issue is very much in tune with ILEA's current concern for anti-racist, multi-cultural policies (though anthropologists are not too happy about emotive words like racism) and ILEA's education officer, Bill Stubbs, will be among the speakers, along with UNESCO's human rights expert, anthropologists Michael Banton and Percy Cohen, and John Slater, chairman of the HMI working party on political education.

Bentham's real coup, however, came after he had sent a copy of his *TES* article to Commander Richard Wells, head of the Hendon police training college, at the time when they were having a little local difficulty because a lecturer had leaked students' essays to the press. The essays were alleged to have revealed a certain amount of prejudice.

Commander Wells wrote back to say he was very impressed by the article and will be sending two of his senior officers to the conference.

The conference runs from February 25-27. Application forms from the programme coordinator, St Catherine's, Cumberland Lodge, Windsor Great Park, Berkshire, SL4 2HP (telephone Egham 32316).

THIS WEEK

■ The red woggles: under-eighteens are the latest and youngest thing in scouting for boys.
■ Pastoral care: is it a rising specialism or something all teachers should be trained in and responsible for?
■ Books: Kenneth O. Morgan on a new and timely (in view of the water strike) study of government intervention in strikes; Paddy Kitchen on a feminist history of medicine.
■ Extra: School visits



Shirley Williams



Malcolm Thornton

Adversaries again

Bad news for Shirley Williams. Malcolm Thornton, former riverboat pilot and currently Tory MP for Liverpool, Garston, has been selected by Crosby Conservatives to fight her at the coming General Election. He has a reputation as a very good campaigner, and is widely expected to win.

There is certainly little doubt locally that he will put up a tougher performance than the Tory from whom Shirley snatched the seat for the SDP at a by-election.

There will be an added edge to the campaign since Mrs Williams and Mr Thornton are old adversaries

in the corridors of education. It was while she was Secretary for State that he became chairman in 1978 of the Association of Metropolitan Authorities education committee, which happened uncharacteristically to be in Conservative hands at the time.

He was a comparative new boy to education politics then, but unimpressed by its complexities. Having checkmated Shirley Williams on the 16-plus, specific grants and the Oakes committee, canvassing against her in traditionally right-wing Crosby should be an exhilarating re-run.

Ear for the truth

From Zambia comes a whole new interpretation of the term 'rising five'. Jane Lovey, who taught there in the 1970s, says that although pupils were not allowed to start school until they were five, many suspiciously small children were presented at the school gates by parents clamouring for much tre-

asured places. Birth certificates were a rarity; most parents simply arrived clutching an affidavit which 'proved' the child's age. Faced with this problem, schools developed their own test of 'fiveness' - whether a child could raise his left arm over his head and touch his right ear.
"This, I was told, is a reliable test," Mrs Lovey writes, "and, certainly, seemed to work." Mrs Lovey and others explain what working abroad has meant to them on page 15.

Crazy Brits

A sobering thought for Mrs Thatcher, the Department of Industry and others who are successfully pushing for a microcomputer in every school so that we can compete with the likes of the Japanese.

A senior official at the Japanese Embassy asked a *TES* reporter this week: "What on earth are you doing putting these microcomputers in schools at the same time as you are complaining about shortages of textbooks? It is absurd." As he pointed out, virtually no Japanese schools, primary or secondary, have microcomputers, yet they seem to cope with the new technology OK.



What I suggest, Lawson, is that you go on a nice MSC course, for milkmen.

Best of rivals

The hustings have opened in the key election which will determine who will become president of the National Association of Schoolmasters/Union of Women Teachers in two years' time.

Normally, the NAS/UNT elections are of less interest to outsiders than those in the rival National Union of Teachers where the differences between the candidates are more obvious.

The NUT president often takes a public and prominent role in shopping policy, as did Max Morris and Jack Chambers.

However, the amount of effort needed to take part in the NAS/UNT junior vice-presidential hustings should not be underestimated. This year, there are seven candi-

dates for the post, and the famous seven have to campaign far and wide for their support.

One of the candidates, David Gwyn Jones, an executive member from Essex for the past six years, is the support of teachers in Cyprus and Germany in his campaign. Another, Graham Barnes, an executive member from Norfolk, appears to have sewn up the Irish vote.

Whether the eventual winner will leave an indelible mark on the NAS/UNT may depend on the style of leadership the union adopts following the departure after 20 years of its general secretary, Terry Casey, after this year's annual conference.

Mr Casey was given a farewell reception in the House of Parliament last week - to which each of the Secretaries of State for Education who had held office during the span were invited, along with all the most glittering stars in the education firmament. Not many presidents could match that.

A new carpet had been laid in the suite of Marble Arch's Mount Royal Hotel where the meeting was taking place. Anyone touching the new frame on the door leading out of the negotiating room received an electric shock.

However, any teachers' leaders who felt this might lead to the local education authorities doing a quick volte-face were soon disappointed.

No 89 CROSSWORD by Rufus



Across
1 Let it be out (5)
2 And I catch under the Prime Minister's direction (7)
3 Assume he's from university (3)
4 Last again maybe, and looking to get home (7)
5 Point behind the ship towards the sun (7)
6 Come, try to do something with just (5)
7 Not his sort of cut (6)
8 Dry hill region (6)
9 Extravagant version of true love (5)
10 Returning a hat to a girl presents a problem (7)
11 Account that's due comes rolling in (9)
12 It may provide a consolation, with the old school (3)
13 Most woo-begotten pair (7)
14 Beware! Items for a newspaper (5)

Down

1 Speech right before you go to bed (7)
2 I had short pants in the Nelson era (4-4)
3 It may be perfect (3)
4 A coin's tossed and something is decided (7)
5 The type to feel in the blind (7)
6 Find fault with a party (7)
7 Disagree violently (7)
8 A real demand (7)
9 A lot more energy (7)
10 Good medical advice (7)
11 Some university lecturers are real persons (7)
12 Recommended about the different ideas (6)
13 Do round in high circles (5)
14 Give that Humpty Dumpty a lesson to parade no more (7)

15 Paddy Kitchen on women's medicine, strike-breaking, Michael Church on writers in residence, Ted Wragg on the curriculum, Robin Bliss on *The Year of the French*, Bill Ridgway on carrels, textbooks, and Elizabeth Henry on Renaissance ideas of education
16 The controversial rise of the pastoral care movement
17 Paddy Kitchen on women's medicine, strike-breaking, Michael Church on writers in residence, Ted Wragg on the curriculum, Robin Bliss on *The Year of the French*, Bill Ridgway on carrels, textbooks, and Elizabeth Henry on Renaissance ideas of education
18 The controversial rise of the pastoral care movement
19 Paddy Kitchen on women's medicine, strike-breaking, Michael Church on writers in residence, Ted Wragg on the curriculum, Robin Bliss on *The Year of the French*, Bill Ridgway on carrels, textbooks, and Elizabeth Henry on Renaissance ideas of education
20 The controversial rise of the pastoral care movement

THE TIMES Educational Supplement

FRIDAY FEBRUARY 26 1983 NUMBER 3478

Head exposes conditions in 'most ill equipped' school

by Hilary Wilce

A headteacher is asking employers and colleges to consider his pupils' achievements in the light of the fact that his school is "the most overcrowded and ill-equipped secondary school in the country".

Mr John Webster, head of Skegness Grammar School, Lincolnshire, is enclosing with pupil references a statement about the school's chronic lack of facilities. He draws special attention to the lack of opportunities for practical work, for audio-visual aids, and for

the third of all classes take place in corridors, cloakrooms and non-classrooms, the letter says. The school has no art room and the only craft facilities are a small wood-working room. Craft cannot be taught to pupils in the first, second and third years, and the school can

offer no needlework, metalwork or engineering.

There are no physical education facilities for half the week, and facilities for teaching science, modern languages and geography are inadequate, the letter says.

It concludes: "We leave you to consider the extent to which these results (of the pupil concerned) may have been influenced had the pupils had the benefit of the kind of facilities which are automatically available in other schools."

Mr Webster said this week that the statement was not an apology for poor results - his school's achievements would stand up to any reasonable comparison - but he wanted to draw attention to the difficulties his pupils had to work under and the enforced academic bias of the curriculum.

The enclosure was sent out where it seemed relevant, he said. For example, if a pupil was applying to art college it seemed fair to point out that it was not his fault that he had no experience of ceramics. Or a pupil might have great aptitude for craft, design and technology but have been forced to study history because of the constraints of the school.

Mr Webster said he had been fighting for better facilities since he became head two years ago. The authority was now planning a £2m extension to the school. Another three mobile classrooms were due to be delivered, he said, so he would soon no longer be able to claim it was the most overcrowded in the country.

The enclosure would continue to be sent out as an interim measure, Mr Webster said.

Promotion claims to wait

Both sides in the teachers' pay row are almost certain to drop their respective claims for a radical change in the career structure when their respective pay talks in a fortnight.

This week there were strong signs that the teachers' leaders that they had agreed to a new pay structure in time for settlement due on April 1.

But they were keen to pursue their demands for improving teachers' promotion prospects in the 'Burnham Joint Review Group' which meets on structure next Wednesday.

Mr Fred Jarvis, general secretary of the National Union of Teachers and leader of the teachers' side in pay negotiations, said: "The time is now so short and there are such considerable differences in the two

sides' views that - with the best will in the world - I cannot see agreement being reached for this April."

A paper circulating in the local authorities this week for the management panel secretariat said it was important to demonstrate to the teachers next Wednesday that progress on structure was possible, but to avoid making any concessions as part of this year's pay settlement.

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SEPARATE BUT EQUAL?
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Sir Keith Joseph talks to Panorama
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£90,000 retirement offer

A Conservative London borough has offered early retirement worth more than £90,000 over 10 years to the principal of an adult education centre who was suspended and threatened with dismissal by his governors after a row over finance and levels of fees.

Mr Peter Batten, principal of Sutton College of Liberal Arts in Sutton, who will be 50 in August, is expected to accept the offer which involves maximum enhancement of his pension rights including a £22,000 lump sum and an annual pension of about £7000. He will be suspended on full pay until his pension begins to be paid from August 31.

Mr Batten's lawyers have always maintained there was no case to answer and a council sub-committee which met seven times to consider dismissal reached no final conclusion.

Mr Tony Kervlake, chairman of Sutton's education committee and a governor of the centre, said the deputy principal would continue as acting head in the meantime.



Exam boards jump gun on 16-plus

by Nick Wood

Exam boards have seized on the new 16-plus national criteria as a back door route to scrapping O levels and CSEs in favour of a single system without waiting for the approval of Sir Keith Joseph, the Education Secretary.

No sooner had the main batch of subject proposals (see page 16 and *TES* last week) landed on Sir Keith's desk than the boards were admitting that they were using them to draw up new syllabuses for introduction into schools as early as this September.

The first exams based on the criteria will take place in 1985 with entries rapidly increasing over the next few years. Market forces - the growing demand from schools for a unified exam structure - are being cited by the boards as their main reason for turning a blind eye to the deliberations of the Education Secretary, who has said he will only give his official blessing to the 16-plus if the criteria come up to scratch.

Plans are further advanced in the north. Last month the Northern Examining Association, made up of the giant Joint Matriculation Board and four CSE boards, set up working parties in 18 subjects with the clear brief of drawing up syllabuses and assessment techniques based on the criteria submitted to Sir Keith.

Mr Dick Whittaker, the deputy secretary of the JMB, said the working parties had been left in no doubt of the urgency of the operation. "Get on with it that's the message," he said.

It is hoped to start teaching the new courses in around 2,000 schools in September, 1984.

The association is revising and extending the joint 16-plus pilot exams that have been offered by the JMB and some northern CSE boards since 1974. Existing joint 16-plus syllabuses in 11 subjects are being revamped in the light of the new criteria and in seven other subjects new syllabuses are being drafted.

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NEWS

Whitehall makes soothing noises on contents of Cabinet deliberations on the family Tories deny pocket money and pregnancy control policies

by Biddy Passmore

Compulsory classes in pocket money training are not about to be foisted upon Britain's schoolchildren. Nur are schoolgirls going to be subjected to a government advertising campaign pointing out the perils of premature motherhood.

These and many other "proposals" put to the Government's Family Policy Group, whose deliberations were so embarrassingly leaked in *The Guardian*, are a very long way from realization, it was emphasized in Whitehall this week. Indeed, the suggestion by Sir Keith Joseph, the Education Secretary, of a campaign to discourage schoolgirl pregnancies, seems to have been dropped altogether.

It was considered too reminiscent of his remarks on family planning for the lower classes made when he was Social Services Secretary in the early 1970s.

As for the much-ridiculed suggestion to "train children to manage their pocket money" (said to have provoked a stinging memo from Mr Walter Ulrich, deputy secretary at the DES), there is no plan to make this a central feature of a core curriculum.

The idea, which bore the initials of Sir Geoffrey Howe, the Chancellor, apparently originated with the department of National Savings who had simply praised an experiment with the voluntary sector in Scotland in which schoolchildren were taught how to manage money.

The ideas thrown up by the group of eight ministers with Mr John Sparrow, head of the "Think Tank" and Mr Ferdinand Mount, head of the Prime Minister's policy unit vary greatly in precision, weight

...or you could simply save your pocket money, especially as you're unlikely to receive an old age pension...



and practicability. Some are merely thoughts or themes for the manifesto and election speeches. But others could turn into legislation or action in a second term of Conservative government.

Among those with dramatic implications for the education service are:

- Give head teachers the power to dismiss teachers, and to hire staff only on short-term contracts. These are odd variations on the usual theme of introducing short-term contracts for heads.
- Examine powers of professionals for example, teachers' powers over what is taught in the classroom. It is not clear what this could mean, unless the group proposes a centrally dictated curriculum. Teachers' powers over the curriculum have already been eroded in

one sense by the abolition of the representative Schools Council and its replacement by two bodies of nominees chosen by the Education Secretary.

● Encourage schools with "clear moral base", for example religious schools (a proposal from Sir Geoffrey Howe). This could mean giving more government money to voluntary schools or not approving proposals to close any more voluntary schools.

As security tightened around the group's workings this week, it was not clear which - if any - of these plans would be carried further. But others, of course, have been the subject of detailed work in the Department of Education for many months. These are the trio supported by Sir Keith Joseph, the Education Secretary: encourage more family involvement in schools, help parents set up their own schools, and introduce vouchers.

The family theme of the group's work is considered a useful way of bringing together under one umbrella discussions on a variety of social issues. It has also given Cabinet ministers a rare opportunity to look at broad policy away from the day-to-day pressures of departmental business.

It is not the only committee looking at family policy, however. There is also a manifesto group chaired by Lady Young, former education minister, which will be putting forward proposals on issues including nursery education.

But it seems unlikely that ministers will emerge with far-reaching plans that genuinely place the family at the centre of all social policy.

Content and classroom methods under fire

by Virginia Makins

The complex arrangements of Richmond upon Thames tertiary college come in for some criticism from HMI this week. The college, formed in 1977 from two sixth form colleges and a college of technology, is one of the few in the country to combine all the 16 to 19 provision in one authority.

Even more unusually, it operates in a free trade area, with neighbouring boroughs offering other options nearby. Last year 181 Richmond 16 to 19 year olds chose to go elsewhere, and 530 outsiders chose the tertiary college.

In general, HMI believes the college has been successful in terms of results and qualifications. "Success rates in examinations are generally satisfactory and in many subjects better than that." Mixing motivated older part-timers with younger students has had good effects.

There are detailed criticisms of content and teaching methods in some courses. On one year courses, problems often arise from weaker students facing inappropriate demands.

HMI found an adequate range of academic GCE options, but recommended extending the range of vocational options. The college should also have a coherent programme of general studies so that students, with their broad range of backgrounds and interests, can share perspectives and discuss contemporary issues. Options for "creative studies" have been seriously limited by expenditure cuts.

The general life of the college was found wanting on other fronts. The management system is criticized for separating responsibility for student selection, welfare and curriculum development from responsibility for teaching. This leads to communication

HMI reports

HMI reports are available from the Department of Education and Science, Publications Despatch Centre, Honeyput Lane, Slough, Berkshire SL1 7AZ. Also available from H.E.A.S.

tion gaps and difficulties teachers' who lack important ground information about the school. The local authority and the school have both been ticked off for the appearance of parts of the curriculum. The authority has failed to make the staff to make them with displays of work. Students are described as "bored, less and often squalid"; the student common room and students "prefer to sit in the corridor" to the school bar.

HMI found that the efforts to inform and guide pupils about the range of available were adequate for those who had made clear vocational courses. Others more time and effort, and schools might take a bigger share of the counselling load.

Mr Garding Rospigiani, took over as principal in November and several changes had taken place since the HMI report was written before the new open reports and published a request of the college and authority.

The management structure has been changed to unify teaching and other responsibilities, and training initiative schemes started for less able students. £50,000 has been allocated to upgrade the buildings.

Last week's HMI report was Thordown County Infant School, Cambridgeshire, not Thordown.

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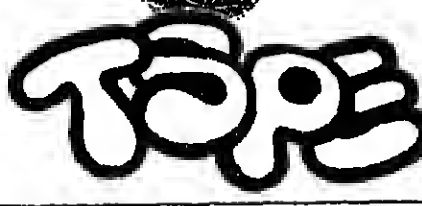
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Beloff strongly opposes the voucher system

Lord Beloff, chairman of the Conservative policy group which is drawing up education proposals for the manifesto, has disclosed that he is opposed to the introduction of education vouchers.

Speaking on the BBC programme *Face the Press* at the weekend, he said he was "very sceptical" about them. While he supported the objective of improving standards, he thought a voucher scheme was "more elaborate than is required for that purpose and could if carried to a logical extreme result in a great waste of public money".

He was not speaking for his group and other proposals - including some from the Department of Education - would be fed into the manifesto-writing process.

But if his views are reflected in his group's report, it will be hard for the Government to discount such weighty opposition, even if a voucher scheme has by then been approved by a Cabinet committee. Sir Keith Joseph, Education Secretary, reaffirmed in the Commons this week his support for a voucher scheme. He told MPs during question time that no decision has yet been reached but said: "If I can find a practicable way to widen choice, I shall propose it to my colleagues."

Opinion is divided within Lord Beloff's group on the merits of a voucher scheme. Some feel the whole idea is both impracticable and electorally unpopular. Others have reservations but would like to see a pilot scheme and some consider any scheme must include both state and independent schools if it is to be a vote-winner.

Lord Beloff's draft report is expected to concentrate on the themes

of moral and religious education and a more vocational slant to education in schools but it is not yet clear how he will reconcile the members' conflicting views on vouchers. Members of Lord Beloff's group include BBC Paper writers such as Professor Brian Cox of Manchester University and Mr Raymond Baldwin, chairman of governors of Manchester Grammar School, as well as moderates like Lady Platt, newly-appointed chairman of the Equal Opportunities Commission.

Mr David Smith, headmaster of Bradford Grammar School, an independent boys' school, is a member as are the MPs Mr Malcolm Thomson (Glasgow) and Mr Jim Pawsey (Ealing N.). Mr Oliver Letwin and Mr Stuart Sexton, political advisers at the DES, attend the group's meetings as assessors.

● Government plans to introduce education vouchers could lead to more independent schools "springing up to meet the demand for a 'cut-price' article to match the voucher value", says a joint policy statement for the National Union of Teachers and the Campaign for the Advancement of State Education published last week.

"We are opposed to turning education into a market place. Schools exist to meet children's needs, not to satisfy adults' ambitions", the statement adds.

● The Government should widen parental choice by extending the Assisted Places Scheme, not through a voucher scheme, Mr Mark Carlisle, former Education Secretary, said in the Commons. He argued that a voucher scheme would raise problems between the state and independent sectors.

ILTA vote probe likely

An Independent Inquiry is almost certain to be held within the next fortnight into the Inner London Teachers' Association of the National Union of Teachers' annual elections.

Both sets of candidates have agreed in principle to the inquiry, likely to be carried out by the Electoral Reform Society - and Mr Vernon King, the current ILTA president and returning officer, is planning to meet them to discuss terms of reference next week.

Left-wingers won all three positions contested - that of general secretary, treasurer and vice-president - in earlier counts but there were discrepancies in the number of votes cast between two counts.

In one of the elections, Mr Richard Rieker, the left-wing candidate, had a majority of only 19 over the current general secretary, Mr Bob Richardson.

Kingston art teaching found to be uneven

An HMI report on art teaching in six secondary schools in the London borough of Kingston found very uneven provision. In two schools, accommodation for art and design "needs urgent consideration."

There were wide variations between schools. In some, the able children had less art than others even in the first year. The proportion of fourth years taking art ranged from 25 per cent to 50 per cent. Only one school forced children to choose one creative, practical or aesthetic subject as a fourth year option.

Capitation for art varied between 0.74p a head to £1.32 and staffing from one art teacher to 240 pupils to 1.437. One art department is

praised for overcoming limitations of cramped accommodation: others are criticized for poor arrangements and visual qualities of their studies.

HMI judged several studies to be fragmented and badly planned and criticized lack of challenge and variation in some of the work. These were "some evidence of achievement amongst pupils" and they questioned whether systems that siphon off the most able pupils.

Serious gaps were found in guidance for students about further education opportunities and career choices, and very few of the teachers knew about the Design and Art Technician Education Council (DATEC) arrangements.

Berkshire cleared of discrimination

by Diane Spencer

Berkshire education authority has been cleared of allegations of racial discrimination in the allocation of secondary school places in Reading. The decision comes after a five year investigation by the Commission for Racial Equality.

However, the commission said the authority had failed to take sufficient account of its duties under the Race Relations Act in implementing new arrangements for the town's secondary schools.

The report, which has taken the CRE an embarrassingly long time to complete, has long since been overtaken by events. It was the first formal investigation of an education authority to be undertaken by the commission, and has been redrafted

several times, usually after consultations with the authority and the Reading Council for Racial Equality.

The CRE is still not satisfied and is calling for an independent inquiry into the conduct of the investigation and its findings. "The report is too late and analytically weak; it lacks courage in terms of its recommendations; and the way in which central issues and crucial evidence have been avoided or ignored is deplorable", it said this week.

Mr Peter Edwards, the director of education, said it was a "reasonably fair and accurate report" which he welcomed. But he added that most of the recommendations had already been implemented.

The commission began its investigation after receiving complaints that allocation arrangements led to a high concentration of black children and those needing special help in two schools near the town centre.

The investigation shows personal and educational monitoring to be urgent and essential.

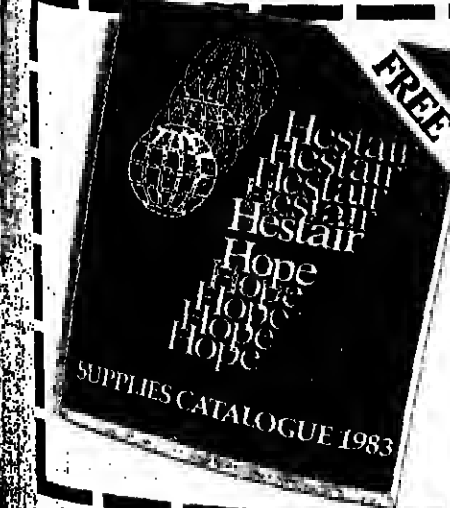
This week, Mr Peter Edwards, chairman of the CRE, promised future investigations would be more resourced.

Secondary School Allocation Reading, CRE, Elton House, Allington Street, London SE11.

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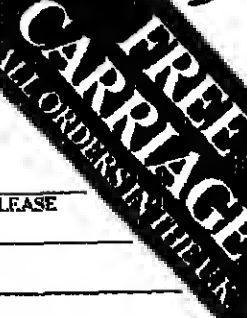
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TEB/25/2/83

NEWS

Textbook aid scheme for developing world faces closure threat

by Hilary Wilce

An aid scheme which provides cheap British textbooks to students in the developing world is again threatened with closure, two years after it survived a scrutiny of its worth.

The Low Priced Books Scheme, under which 6,000 books a day are bought in 80 countries, is being reexamined by a team appointed by the Overseas Development Administration. A report is due in March, after which a decision will be made on the scheme's future.

The scheme, which has been running since the early 1960s, offers textbooks, mainly in the fields of nursing, medicine and engineering, to college and university students at between a third and a half of the British retail price. It is funded by a £1.2m subsidy to British publishers from the aid budget. Most books are sold in Nigeria and India, although other countries with well developed higher education sectors, such as Egypt, Malaysia and Hongkong, figure prominently in the scheme.

The evaluating team, a professor of economics from Brunel University and a former director of publishing at Her Majesty's Stationery Office, is looking mainly at whether the scheme is cost-effective in aiding development while promoting good-

will towards Britain and helping British exports.

Mr Malcolm Rowland, international secretary of the Book Development Council, said this week that cutting the scheme would have a disastrous effect on book markets in these countries. Many universities adopted books for courses because they were on the subsidized list. Publishers believed the aid, "trade follows the book", he said.

"If people are weaned on low-priced, subsidized books then as they move on in their careers they will be more inclined to buy other British books and equipment."

The scheme was also an important way of combating book piracy, he said. Piracy, which is rampant in India, Pakistan and Egypt, is estimated to cost British and United States publishers £500m a year.

Funds for the scheme, which involves 50 publishers and 550 titles, have already been cut back from £2m a year. However the current evaluation was asked for by Mr Neil Marten, now moved from the job of Minister for Overseas Development, and was initiated before the Government decided to back-pedal on its headline attitude towards overseas students. Observers believe that this could indicate that the scheme will survive the current review.

Breakthrough for part-timers in ruling by Lords

by Richard Garner

A Lords ruling that a part-time lecturer can claim for redundancy and unfair dismissal has been regarded as a legal breakthrough for thousands of college lecturers and school supply teachers.

Already three cases involving dismissals of college lecturers are due to be heard in the wake of last week's House of Lords judgment, hailed as a significant victory by both the National Union of Teachers and the National Association of Teachers in Further and Higher Education, the college lecturers' union.

Until now, industrial tribunals and the courts have considered part-time teachers to be outside the terms of the Employment Protection Act, 1978, giving rise to union anxiety that they might be regarded as "easy meat" for local education authorities and colleges having to make spending cuts.

Last week's decision is of most significance to college lecturers since some colleges have as many as two-thirds of their staff employed on contracts stating the number of hours they will work per college session.

However, it also overturns another ruling 10 years ago in a case where it was decided that a supply teacher working for the Inner Lon-

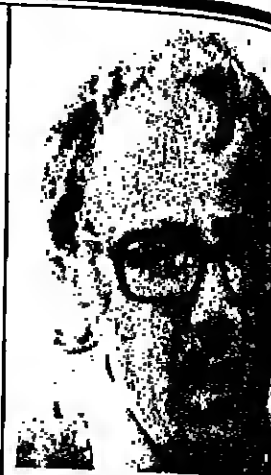
don Education Authority did not have the right to claim for unfair dismissal or redundancy.

Last week's case concerned Mrs Georgina Ford, of Albany Terrace, Leamington Spa, Warwickshire, who had claimed unfair dismissal and redundancy when her contract was not renewed in September, 1979. She had been employed as a ceramics lecturer at Warwickshire College of Further Education on 38-week contracts for eight years running.

The unanimous ruling by five Law Lords overruled earlier decisions by the Court of Appeal, Employment Appeal Tribunal and an industrial tribunal that Mrs Ford did not have the right to bring a case.

Lord Diplock said that a worker should be regarded as continuously employed if the interval between two fixed-term contracts could be "characterized as short relatively to the combined duration of the two fixed-term contracts".

Mrs Ford's case will now go back to an industrial tribunal for a decision on compensation. In a joint statement after the decision, the NUT and NATFHE said: "The crazy notion that part-time workers working loyally for years are not in continuous employment has now been laid to rest."



Tyler attack independent 'prostitutes'

by Nick Wood

Teachers in independent schools are being described as "educational prostitutes" by Mr Brian Tyler, headmaster of Kingswood Comprehensive School in Northamptonshire, who began a television series.

Writing in the latest issue of a newsletter published by the Independent Schools Information Service, Mr Tyler chooses his words more carefully than in his past outburst in front of the camera.

Drawing on his copy of the Oxford English Dictionary, he cites "base hiring" as one meaning of prostitute and says it is what he had in mind when he launched his outspoken attack on his colleagues in the public sector.

Those who have the right to teaching should consider whether it is right for them to sell it for gain or hire to the rich and famous (or the rapacious and unguided) when it is so much more difficult to get it for the poor. Parents who buy schooling for their children have a "predatory" view of education, he asserts. They are buying advantage for their children at the expense of the bulk of the population.

So it is for "moral" rather than educational or political reasons that Mr Tyler deplores the independent sector.

But he is not in favour of abolishing independent schools, he would take away their status.

Declaring himself a "libertarian", reluctant to countenance state restrictions, he says there are no compelling reasons to prohibit an individual's freedom to spend his money as he wishes, as he sees it.

The public schools are not a nation group, he says, but a collection of schools, each with its own history and traditions, and each with its own independent sector.

The groups, made up of private teachers, governors and parents, are not political, nor do they "antagonize" state schools, according to the ISIS newsletter.

Instead, they are "a form of public opinion about the value of choice available to parents and to emphasize that the education of children is the prerogative of parents and not of the state."

'Proven worth' schools saved

by Biddy Passmore

Two more "schools of proven worth" were saved by Sir Keith Joseph, the Education Secretary, last week. He rejected Gloucestershire's plans to close two grammar and three secondary modern schools in Stroud and turn them all into 11-18 comprehensives with joint sixth-form arrangements.

In a letter to the council, he said he was particularly conscious of the good sixth-form record of the two grammar schools - Marlborough School for Boys and Stroud Girls' High School. He was not satisfied that all-through comprehensive schools of only four forms of entry would offer the same range of opportunities, especially at sixth-form level, without many extra staff.

But the grammar schools seem unlikely to survive for long as the Conservative-controlled council now plans to put forward an alternative comprehensive scheme, probably involving a sixth-form college.

Councillors and officials consider Sir Keith's letter indicates his dislike of small comprehensives rather than determination to keep the two grammar schools at all costs. That thesis will be tested by a sixth-form college scheme for Gloucester city which should reach the Education Secretary early in the summer.

The others are Oxford, which has been given 40 more places in engineering and 40 in biology, Lancas-

ter, which is to be allowed to increase its intake of 30 more places, Bristol with 20 more places, and Stroud, where 30 business management places have been allowed.

The changes mean a total of 505 places, of which 425 are in science and engineering - a 5 per cent increase over the 400 places with government priorities.

Banned parents seek legal advice

by Sarah Bayliss

The parents of a child with learning difficulties are seeking legal advice after being barred from entering their son's school and talking to teachers.

Mr Seamus Graeme, aged 32, and his wife have been told by Bolton Education Authority they must not enter St Matthew's primary school for any reason until further notice.

Meanwhile their son Kenneth, aged 9, "may attend normally." The case is believed to be the first time a local authority has applied the terms of new legislation which gives much wider powers for excluding unwanted visitors from school premises.

Section 40 of the Local Government Miscellaneous Provisions Act 1982, which got Royal Assent last autumn, makes it a criminal offence for anyone to enter a school without lawful authority and cause a nuisance or disturbance.

A letter from Bolton to Mr and Mrs Graeme describing the ban does not quote the Act but points out that the action has been taken with the knowledge and agreement of the chairman of governors at St Matthew's. This clearly fulfils an essential requirement of the law as it applies to nixed schools.

The letter states that during the past month the parents have visited or written to the school expressing dissatisfaction about Kenneth's education "on so many occasions that it has interfered with the day to day running of the school."

Mr Graeme, a law student who says he has only visited the school once during working hours, is exploring ways of challenging the ban and may produce the first test case. He believes it contravenes a section of the Offences Against the Person Act 1861 which makes it unlawful to prevent a parent from having possession of their child. This week he wrote to Sir Michael Havers QC, the Attorney General, detailing his case and asking for guidance.

Mr Graeme claims he is being

"victimized" after a long-standing disagreement with the authority over Kenneth's schooling. The root cause of the dispute is, he says, his refusal two years ago to accept a place at a special school for Kenneth, after Bolton had assessed him as being in need of special education.

The picture is complicated by the fact that last autumn Mr Graeme began legal proceedings against the headmistress, accusing her of slander. These are still continuing.

He says he was barred from the school this term after he had asked "routine" questions at the school staff and school and he wanted to prevent further disruption. "On each occasion where I have investigated a complaint I have found it without foundation."

"I didn't know how the ban was caused so I asked the education department to investigate. The next thing I knew the teachers refused to speak to me, then I received this letter forbidding me from entering the school buildings."

He went on: "We feel our relations with the school have irretrievably broken down and that Kenneth should be offered an alternative

education." The alternative should be a place at another ordinary school or home tuition.

He says Kenneth has medical problems linked to a deficiency of growth hormones and that he is a slow learner. Darren also has retarded physical growth but is not a slow learner.

Mr Brian Hughes, Bolton's chief education officer, said the ban was necessary because the parents had put "unreasonable pressure" on the staff and school and he wanted to prevent further disruption. "On each occasion where I have investigated a complaint I have found it without foundation."

He was not aware that the parents wanted alternative education for Kenneth but said any parent was free to apply to any school for a place. It was wrong to claim the parents were being victimized because they had refused a place at a special school.

Mr Hughes believed it was important that the whole case be re-sessed.

Sleep tight... learn right

The more sleep children get, the better they perform in school. Good sleep patterns also appear to encourage healthy speech and body developments according to recent research from France.

The long-term study shows that among children of seven or eight who sleep less than eight hours a night, 61 per cent are below in their school studies, only 39 per cent do average work and none is among the top of the class. Among children who sleep for more than 10 hours a night, only 13 per cent are below at schools, 76 per cent are classified as average, and 11 per cent are outstanding.

Children who sleep less are more likely to stutter and have speech problems than those who sleep normally. Many tend to be short and overweight, the study shows.

The findings are from the Centre for Preventive Medicine in Nancy. However the centre points out that sleep is not an isolated factor. Children who sleep least tend to come from poorer homes.

Rehoused... after waiting 44 years

A Church of England primary school is to be rehoused in a new building 44 years after plans were first mooted.

The current premises of the school in Kirby Lonsdale, Cumbria, were built in 1857 and re-building has been shelved at least three times in its history.

Now the Department of Education has approved a £500,000 capital programme over the next three years and a new site has been earmarked next door to a local secondary school.

"We are keeping our fingers crossed that work will start on the site this time next year," Mr Dennis Dixon, headmaster, said.

In 1974, when for the third time re-building had got in the planning stage, local government re-organization scuppered a scheme. The school had been top of a priority list in Westmorland but when Cumbria took over it sank to tenth place.

"At that stage the furniture had been ordered and we were just waiting for the first sod to be cut. So we couldn't help but be a little sceptical about the future," Mr Dixon said.

Given its uncertain history the old school is in need of repair. "We are stuck on the side of a hill, with 56 steps from top to bottom and five different floor levels. It really is most inconvenient."


The school roll has moved up from 150 to 200 pupils in recent years, largely to accommodate children from schools which have closed. It has a wide catchment area and takes children from neighbouring Lancashire and North York.

More pressure

The youth service in many areas is being overwhelmed by demands from young children, according to an article in the latest issue of *Where*, the magazine of the parents' pressure group ACE.

The author, Mr Graham Williams, of Bradford and Ilkley Community College, says that the youth service is under increasing pressure from middle- and even primary age children for whom it was not intended.

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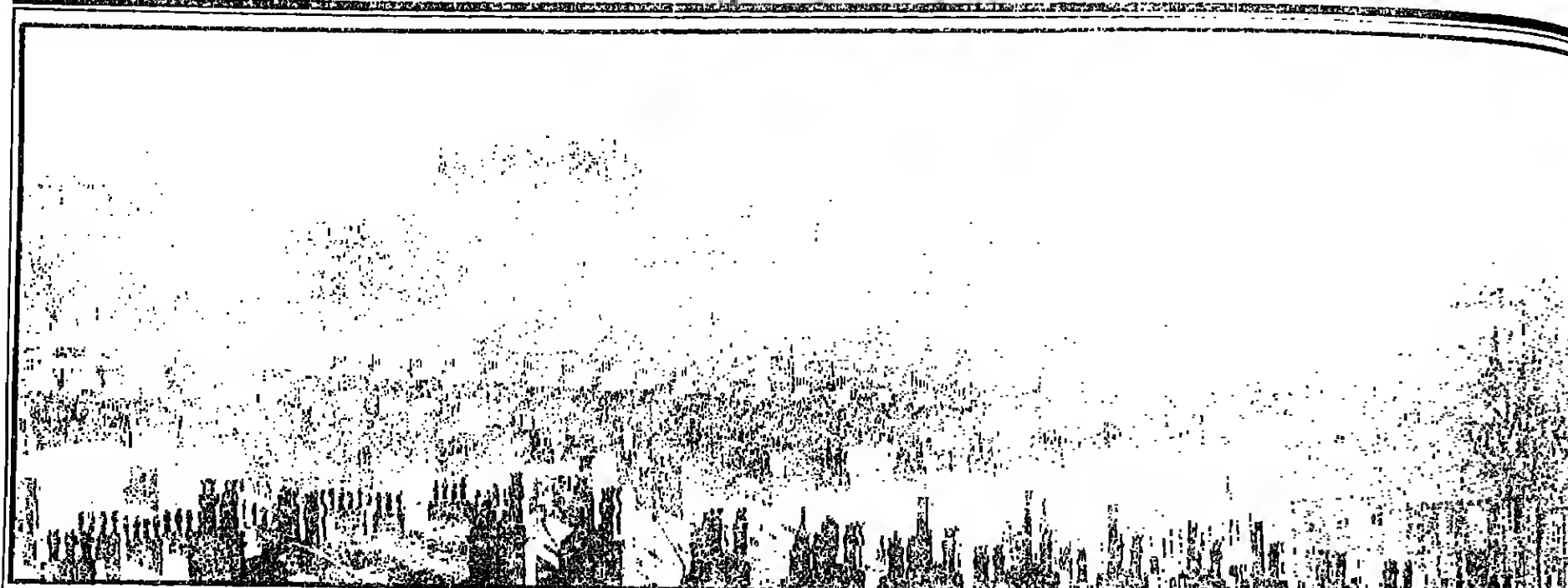
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Business will flourish today under a score of roofs where the business failed years ago.

Buildings of squalor and grimy stone which once sheltered Bradford houses burling and mending the city's famous cloth or which housed ticked hales of toys and noils behind battered hoist doors across cobbled yards.

So well did the textile trade thrive after the Second World War that foreigners had to be encouraged there to work the night shifts the natives shunned. The first Asians arrived in the early 1950s. They have prospered, at least numerically, while textiles haven't.

On Fridays, the Muslim sabbath, the one-time warehouses and mending sheds echo to the prayers of thousands. More than 24 mosques are scattered around the city and another three are planned.

Nothing wrong with that say the liberal politicians of all parties in the gothic city hall. But taking over workplaces nobody wants is one thing. Taking over schools as a going concern is another.

Yet that is what brought officials from the Department of Education and Science to Bradford last Friday. The Muslim Parents' Association has formally requested that five county schools - two first, two middle and a secondary - be reclassified as voluntary aided. This would mean a board of governors, almost exclusively Muslim, the five heads replaced by Muslim teachers, yet the running costs still being borne by the local authority.

Initially the Muslims would have to buy the premises from the local authority but could recoup 85 per cent of the cost from the Government. It's all in the 1944 Education Act.

"If Bradford says tomorrow they are prepared to sell the five schools the money - about £1.2m - will be on the table," Mr Abdullah Patel, founder of the MPA said after the meeting. "It will have to come from

Bert Lodge examines the reasons why Muslims in Bradford are bidding to take over five schools in the city

Putting their money where their faith is

outside. If they won't sell we'll build our own."

With 11,000 children of Pakistani or Bangladeshi origin in schools now and expected to increase to 18,000 by 1991 it could mean 20 to 30 Muslim schools in Bradford in 11 years time.

There is general dismay among the 42 Labour, 42 Conservative and

There is general dismay among councillors... they are proud of the city's multiracial policy

six Liberal-SDP councillors. They are proud of the city's multiracial education policy. It works, they say.

Yet if pride has a place it should not be of the policy. After all, what else but a multiracial policy would the host authority be expected to have? But proud the authority should be of its head teachers who have spent hours receiving and reassuring parents of the unheralded content of assembly and RE and convincing them their daughter should learn to swim, limbs albeit uncovered the while.

Inevitably there have been lapses even among the angels. One head sent this note to parents: "The staff, concerned with segregation at assembly, have decided, with governors' approval, that future meetings will be of such character that all children can join together. Consequently, there will be no reason for children to be withdrawn as now happens." It did not reassure some parents.

Another head of a largely-Asian school wrote imperiously to parents in connection with swimming lessons: "While your daughter continues at this school she must comply with all the requirements of this school."

Muslim parents would be concerned about mixed bathing and with their daughters wearing too little clothes in the form of a swimsuit.

In the face of occasional provocation like this much credit for the relative absence of strife must go to the parents themselves. "I have found the Muslim parents very reasonable," one head said this

week. "If they are worried about their daughter being too unclothed in PE lessons they will usually allow her to join in as long as she wears a track suit. But there is this extreme sect..."

An extreme sect would, of course, take a different view of what it would see as displays of easy compromise by some Muslim parents. It would also be impatient with the authority for still not providing Halal meat in schools. There would be concern, too, that the authority has only just issued a memorandum setting out the special considerations which should be available.

Bradford would win few friends with them, either, for only recently converting the standing conference on religious education to re-create a new syllabus acceptable to all faiths.

At the centre of the current controversy is the Muslim Parents' Association, founded in 1974 in the wake of the historic circular 10/65 when a Labour Government prescribed comprehensive education for the nation.

In the fullest sense this could mean the end of boys' and girls' schools and it worried orthodox Muslims. They do not mind mixed classes of very young children but once adolescence brings sexuality, boys and girls must be kept apart.

Bradford went comprehensive in 1974 and that year two parents refused to send their 14-year-old daughters to a mixed school. One, Mr Riaz Shahid, preferred to return with his child to Pakistan rather than comply. He is back in Bradford now and secretary of the MPA.

Mr Shahid is a dapper, handsome man in his fifties with a lawyer's manner - vibrant and extremely articulate, he could be pleading a brief, when he is doing no more than ask the time. His utter self-confidence must be disconcerting to his enemies.

A parent-governor of Bradford's only girls' secondary school his involvement developed a couple of years ago when at an "Asian afternoon" in the school he discovered Muslim girls danced, wore clothes immodest by the tenets of Islam, and sold raffle tickets.



"Such activities are immoral and totally forbidden in Islam," Mr Shahid complained. Some acrimonious letter writing followed involving the head and the then chairman of the education committee, Mrs Doris Birdsall, who told Mr Shahid that his strong views "do not appear to have the support of the majority."

Indeed his critics and opponents claim he is a militant, not fully representative of Muslim parents. Even so the principle in question is that of provision for minorities - one of the marks of a civilized society. And what nobody questions is that if Muslim schools are available Muslim parents will prefer them.

Mr Peter Gilman, chairman of the education committee, has reiterated that The Council of Mosques, representing 21,000 Asians attending 17 of the city's mosques, has a policy of retaining their children within the state provision.

But Mr Faqir Mohammad, secretary of the council, explained last week that this meant Muslim

All in all, nothing short of their own schools will do for Bradford's Muslim community

schools within the state system. "Parents would support a voluntary aided Islamic school 100 per cent. The major problem is the education of our girls."

Although this factor is of prime concern to Muslims, the education of girls is also the one aspect on which Bradford has shown least inclination to compromise.

Back in 1974 Mrs Birdsall received a deputation of Muslim leaders including some from the London-based Muslim Educational Trust and reassured them on four out of five points. These were freedom to opt out of assembly and religious instruction (guaranteed by the 1944 Act anyway), liberty to wear adequately covering clothes for PE and no mixed swimming.

But, according to a newspaper report, Mrs Birdsall then added: "It was made clear that we cannot pro-

vide single-sex education. They told that if they considered it necessary they should approach DES about building a school themselves."

What politicians of both parties on the city council now fear is vivisection arising from segregation. Something which further weakens an already shaky situation in a city with a sizeable immigrant community.

At the same time there are racial fears. As the head of a school with a majority of Asian pupils put it: "These people have notions about education as a whole, authoritarian and narrow."

The learning style is rote-learning. Curriculum not dominated by the need to educate the children in the tenets of Islam. The purdah snuck in by thinking would inevitably mean girls would emerge with a very restricted sense of their own possibilities.

"Control would be severe. I questioned obedience would be order of the day."

Another of the pro-Muslim arguments, is that at present children go to the mosque for up to two hours a night after normal school hours. Mr Abdullah Patel, founder of the MPA agrees it was poor quality instruction, much of it rote-learning. If they had their own schools would improve, he says.

Muslims also complain that the children do not learn Islam in lessons. But one head was proud his record of only two withdrawals from assembly and RE and largely-Asian pupils. He said: "We don't do Islamic assemblies. They tend to be lessons in morality, stories."

Such bland acceptability will never satisfy the devout (of any religion). At the same time their refusal to concede any adulteration of belief and practice is seen as arrogant, intransigent and tiresome by a society largely shot through with religious doubt.

For Bradford's Muslims within short of their own schools will do. "And if you won't give us that, there are others who will," was the message last Friday.

Borough pioneer in the equality hot-seat

Hilary Wilce talks to Hazel Taylor, who holds a unique and controversial advisory post in Brent

Hazel Taylor, Brent's equal opportunities adviser, is unique, and likely to remain so for the immediate future. Although one other local authority, the Inner London Education Authority, is planning to appoint an adviser in this area, the post has not yet been created, let alone filled.

In Brent, on the north-west of London, the position was set up and an enormous favour. The Labour administration, deeply committed to a high-profile policy of racial and gender equality, was determined to push the job through. But the Conservative opposition objected vociferously, as did local teacher associations. The borough's chief education officer, Miss Gwen Rickus (ironically the only woman director of education in the country) went on record as saying she thought it inappropriate to be creating such extra posts at a time of cut-backs.

All that is now history. Ms Taylor moved into the job last summer and as well into her stride. Nevertheless, her position is still considered sensitive enough for The TES to be allowed to interview her only in the presence of a senior officer. Hazel Taylor, in turn, chooses her words with great tact, although there is obviously both grit and tenacity behind the caution.

She came to the job from the position of senior English teacher at Lewisham School, in south London, and from being involved in setting up equal opportunities in-service training courses. On her desk at

Brent lay not only the gargantuan brief of eliminating sex discrimination in schools, but also the normal workload of an adviser involved in routine matters such as school inspections.

This general work she sees as crucial to her overall effectiveness. In order to have credibility as an equal opportunities adviser, she feels she must be respected as a normal part of the advisory team.

On the equal opportunities front she has become involved in interviews for heads and deputy heads, and spent much time finding out what is already going on in schools.

"It may be a virgin post," she says, "but it's certainly not virgin territory." A number of Brent schools already have equal opportunities working parties and there is an equal opportunities panel at the teachers' centre.

She emphasizes it is not her job to tell teachers what they should be doing, but points out that she does have a specific responsibility for in-service training, and this means all teachers, not the self-selecting sample who might attend specialist conferences and courses.

Much of her training work has been in primary schools, for which she has evolved a three-session course. This starts with the teachers' own perceptions of the position of women in society, moves on to the primary curriculum and organization, and ends with staffs identifying specific aims and strategies for their schools.

To date she has worked with the staff of nine primary schools and has found that, while the level of familiarity with the issues varies enormously, most teachers are keenly interested in the problems. "One thing that emerges is that primary teachers are very aware of girls' brightness. They know that something must go wrong, somewhere, to obscure this." Teachers also tend to be deeply interested in gender role acquisition - how children come to attach specific values to the idea of male and female.

"What I hope I am doing is raising the level at which professional discussion in this area takes place - I'm saying all the time that this is a serious professional issue which we should approach as serious professional educators."

Alongside the courses she provides background reading material, but finds there is little mainstream work available. Most material is still put out privately, and inevitably, at times, somewhat amateurishly.

At secondary level, where staffs are bigger and more diverse, she sees her role as fostering and encouraging work already being done on equal opportunities. Seven out of Brent's 18 schools now have equal opportunities working parties, all looking at different aspects of the curriculum, school organization or the hidden curriculum.

It is not her job, she emphasizes, to promote equal opportunities in science. That is the job of the science adviser.

Despite teacher union opposition to the post, Hazel Taylor claims to encounter little face-to-face hostility. She has never felt that a school is reluctant to have her visit, and now that she is better known, schools increasingly approach her for advice. "Everyone seems to treat the post in a very proper way," she says.

One area of constant difficulty, in an authority where 46 per cent of pupils are non-white, is the problem of culture clash. Hazel Taylor says it is almost impossible to work out "the extent to which you are talking about the inequality of women in a Western and Christian society", but from her discussions with Asian and other women she is convinced that all women want to see changes, even if these are changes which remain firmly rooted in their own

cultural framework.

Having an adviser with responsibility for equal opportunities raises both the quantity and quality of work being done, she feels. None of the primary teacher training would have taken place without her and she is also able to get involved in a wider area than that of education alone. Part of her time recently has been spent in discussions about provision for the under-16s, involving social workers and playgroup staff.

But if Brent were to change political hands, as it easily could, she would be instantly redeployed and this groundwork would come to nothing. Mr Arthur Steel, the borough's shadow education spokesman, said this week that if the Conservatives came to power her post would be "the first one to disappear". In a clutch of "draft posts", he said, "this is the oddest of the lot".

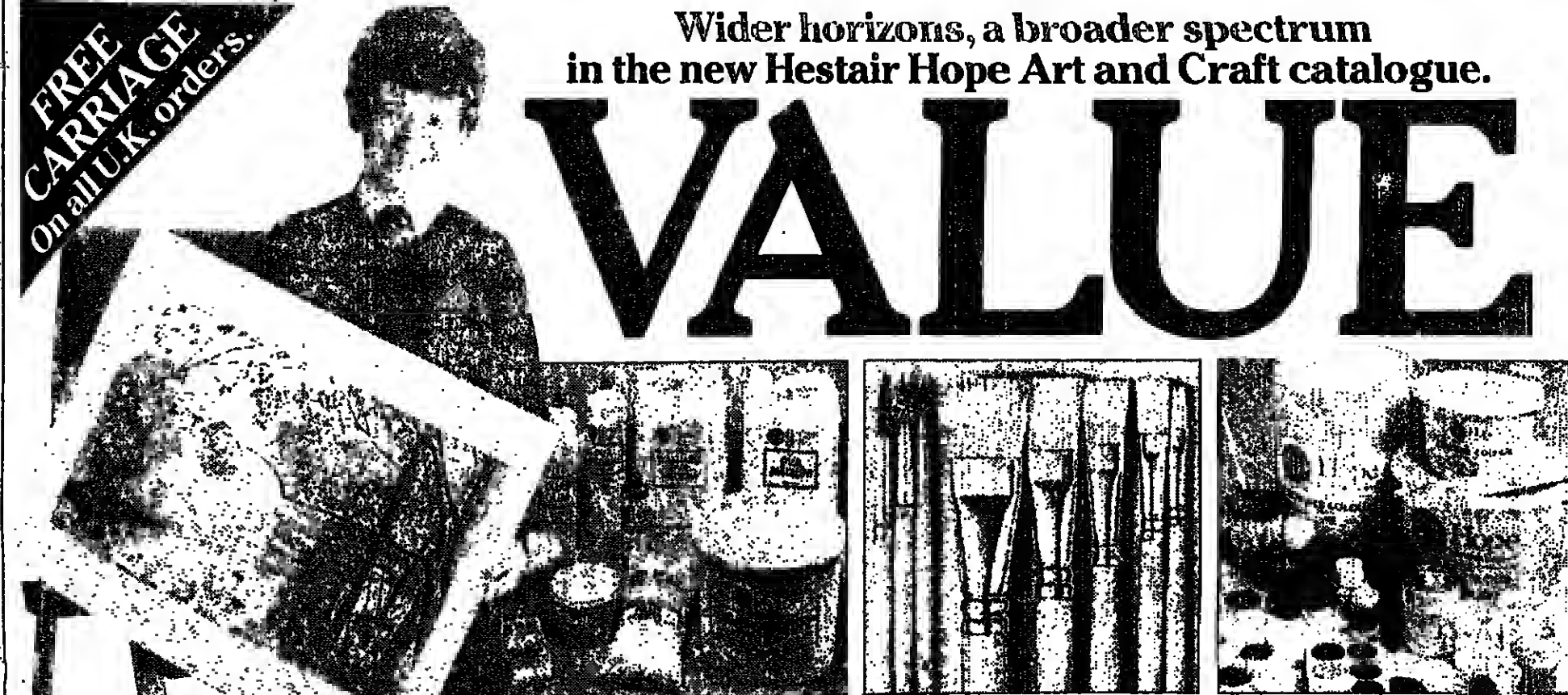
People had not yet been able to work out why girls opted for biology while boys chose physics, he said, but the answer was perfectly clear. Boys and girls were biologically different. Efforts to change things would have no effect except to turn boys into "hermaphrodites and queers".

As The TES went to press Labour had no majority in Brent. Although this was expected to be restored by a safe-seat by-election at the end of the week, meanwhile all new posts in the borough are to be reviewed by a special committee, following the carrying of a Liberal resolution.

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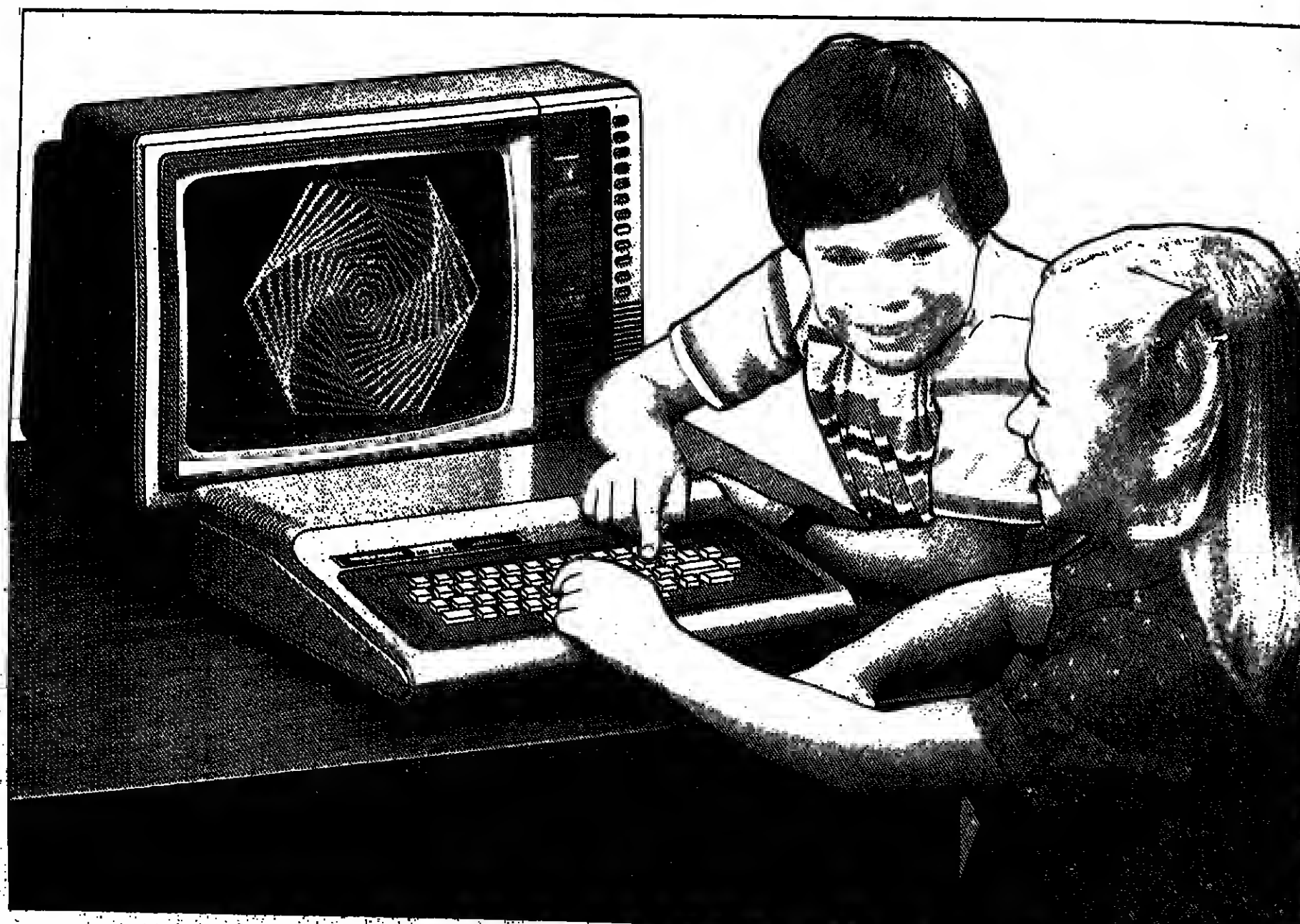
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TES 12

16-plus

GCE and CSE Boards' Joint Council for 16-plus National Criteria

This week we complete our summary of the proposals the Joint Council for 16-plus National Criteria have sent to the Education Secretary.

SOCIAL SCIENCES

The council proposes a "flexible" framework intended to allow the construction of syllabuses drawing on the major disciplines of economics, politics and sociology. Syllabuses drawing on only one discipline are also allowed. They should be clearly designated as such, namely, social science, economics, social science, politics and social science, sociology.

Combined, integrated and multidisciplinary approaches to the teaching of the subject all win approval, as does the single discipline approach. Five aims are given. They include:

- Promote individuals' awareness, knowledge and understanding of society and of its development.
- Encourage a critical awareness of social, economic and political arrangements and their effects.
- Develop the use of social scientific method including the collection, analysis and interpretation of data.
- Four assessment objectives are given in which all candidates will be expected to show their competence. They include:

- Skills of comprehension, communication, and the interpretation of data presented in different forms including literary, numerical and graphical.
- The abilities to recall, organize, analyse, interpret and evaluate social scientific knowledge and to apply that knowledge.
- The ability to distinguish between evidence and opinion.
- Content is described by nine themes. They include:

- The inter-relationship and interdependence of social, cultural, economic and political factors at a

range of levels: individual, group, institutional, national and international.

● The process of income and wealth generation and distribution, the problems of scarcity and choice, and alternative means of allocating resources.

● The sources, distribution and exercise of power in societies.

● The implications of gender for society and for the individual.

The content of syllabuses focusing on an individual social science discipline, such as economics, is more tightly defined. Thus, five themes are stipulated for inclusion in social science: economics as a minimum requirement.

Examining groups should consider the use of differentiated forms of assessment. All schemes of assessment should include stimulus material testing both literary and numerical skills, restricted response questions and free response questions. They should include an end-of-course written exam. If coursework is used, it should account for 20 to 30 per cent of the available marks. No more than 40 per cent of the marks should be awarded for the skill of recall.

Assessment objectives shall be weighted as follows: knowledge 35 to 45 per cent of the available marks; understanding 35 to 45 per cent; evaluation 15 to 25 per cent. Differentiated forms of assessment must be included in all schemes drawn up by exam groups. Teacher assessment is allowed and should normally account for 20 to 30 per cent of the available marks.

The council sets out five aims for the subject. They include:

- To promote an inquiring, critical and sympathetic approach to the study of religion, especially in its individual and corporate expression in the contemporary world.
- To introduce candidates to the challenging and varied nature of religion, and to the ways in which this is reflected in experience, belief and practice.
- To help candidates to identify and explore questions about the meaning of life, and to consider such questions in relation to religious traditions.
- Three main assessment objectives are given covering the areas of factual knowledge, understanding and

evaluation. Examples include:

- Show understanding of the role and importance in religion of special people, writings and traditions.
- Show understanding of religious and where appropriate, non-religious responses to contemporary moral issues, both personal and social.

Six major world religions – Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism – are approved for study. One or two of these may be explored from a variety of approaches such as origins and teachings, history or sacred texts. If only one religion is used, it must be studied through more than one approach.

Alternatively, candidates can opt for a thematic study of three religions. Suggested themes include: founders or leaders, festivals, fasts and solemn days and worship and ritual.

Syllabuses dealing with a particular religious or denominational tradition will be allowed provided all the assessment objectives are met.

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wider groupings of nations; a set of issues such as the problems of opportunities in less affluent nations; and the problems of large cities; topics which focus attention on inter-relationships between people and their environment.

Exams conducted by boards should ensure that candidates are assessed over an adequate range of assessment objectives. If school-based assessment is included, it should account for at least 20 per cent of the total marks and cover work which cannot be incorporated in board-based exams.

CLASSICAL SUBJECTS

This umbrella title is taken to include Latin, Greek, Greek civilization and Roman classical civilization. The subjects may be taken individually or in combination. Produce courses that are purely linguistic, a mix of linguistic and linguistic or purely non-linguistic. Criteria are drawn up to state the full ability range of the 16-plus exam (the top 60 per cent), even though the council expects that candidates for linguistic courses will be drawn from the higher end of this range.

Aims, assessment objectives, techniques of assessment and grade descriptions are given separately for linguistic and non-linguistic courses. Four linguistic aims are given. They include:

- To read, understand, appreciate and make a personal response to some of the literature in the original language.
- To encourage an approach to language by seeing English in relation to a language very different structure and observing the influence of the ancient language on our own.
- Four non-linguistic aims are given. They include:

- To acquire some understanding of its historical context, of the civilization studied through literature, art, archaeology and other evidence.
- To read, understand, appreciate and make a personal response to some of the literature in the original language.
- Assessment objectives are set for the language.
- To demonstrate competence in the language.
- To relate the language studied to one's own.

The five non-linguistic objectives include:

- To demonstrate a knowledge and understanding of prescribed Greek and/or Roman literature in translation, to understand it within its historical context and to connect it with the author's literary technique.
- To make comparisons between life in classical times and in modern times.

At 8.45 one morning last week, a train pulled out of Waterloo Station laden with five MPs, an adviser and two House of Commons clerks. The Select Committee on Education, Science and the Arts was on the move.

The party was bound for Hampshire to see at first hand how the county educated its teenagers and to take evidence from teachers, officials, councillors, and – yes – even young people themselves. There were two Labour MPs, the committee's energetic chairman, Christopher Price, and former headmaster Martin Flannery, and three Conservatives – John Osborn, David Madel and Tim Brinton.

It was the MPs' second "field trip" during their current study of education and training for 14 to 19-year-olds. The first, to biggles Cleveland, had unearthed considerable worries about the Government's Youth Training Scheme in an area of very high unemployment.

Wouldn't the scheme, with its £25 a week allowance, lure young people away from full-time education? Where were work-based places to be found with the biggest local employers in the throes of the recession? And what about the thousands of unemployed youngsters who would be too old to qualify for the scheme?

Rural Hampshire on a crystal-clear winter's day seemed worlds away from such problems. Unemployment, for instance, runs at only 10 per cent compared with a national rate of nearly 16 per cent. Of the county, the council had been selected because it would provide a contrasting picture. (The committee's third and last visit, to the London borough of Richmond, will be different again.) But Hampshire has its problems, too.

The staying-on rate does not appear to be one of them – if "staying on" is the right expression in an authority which has more than three times as many 16 to 19-year-olds in separate post-16 colleges as in all-through comprehensives. Overall, 55 per cent of Hampshire's 16 to 19-year-olds either stay in or go on to full-time education.

A bigger worry for Hampshire appeared to be that artificial barriers were preventing schools and sixth-form colleges from helping the young unemployed.

With most pupils from relatively prosperous, supportive homes, there seems little danger that many will be lured away by the MSC's all-or-nothing (Young people on the cusp of being unemployed are not to be helped by their parents' money.) A bigger worry in Hampshire seemed to be that artificial barriers were preventing schools and sixth-form colleges from helping the young unemployed.



Biddy Passmore accompanies MPs around a county on a field trip looking at education and training for 14 to 19-year-olds



Hampshire and the college dilemma

to get round the problem by turning itself into a tertiary college, a change which would bring it under further education regulations. The county's proposal is now sitting on the desk of Sir Keith Joseph, the Education Secretary, awaiting approval. The plan is unusual in that Brockenhurst has no further education college with which to merge; it would simply expand to fill its new role.

But it would not be the first of Hampshire's sixth-form colleges to do that. At Alton, a small and wealthy town with about 12,000 inhabitants, the county's only purpose-built sixth-form college has already had the change approved and goes tertiary this September.

You might think that Alton College had enough headaches already without giving itself a new role. Its attractive, single-storey buildings were designed for 250 students; the college now has 620.

Alton's bulging student population – mainly the result of a highly successful drive to attract students from the Independent sector – achieves good academic results. Half of the second year students go on to higher education.

But, as Mr Michael Gray, the principal, explained to MPs during a whistle-stop tour in the morning, the college cannot cope with students of below average ability. Hence the change to a tertiary college, with new buildings springing up to house courses in catering, engineering and business studies.

Like Mr Baker, Mr Gray would like his college to take part in the Youth Training Scheme. In his case, the technical barriers to participation will have been removed from this autumn, but he thinks it unwise to jump too fast in the first year of going tertiary. "We wouldn't have all the buildings and there is uncertainty over our own finances", he said.

potential Oxbridge students to those who take no exam courses at all. Each student is given an individual programme, worked out in advance, which includes "main studies" – meaning, mischievously, courses to balance the student's main areas of study (a policy that seems to work – out of 28 taking languages at A level, 14 take maths as a main study).

Queen Mary's manages to keep up with each student's needs through an elaborate tutorial system common to all of Hampshire's sixth-form colleges. Each tutor is allocated about 15 or 20 students covering the whole range of ability and a wide spread of subjects. Students meet their tutors twice a day and individually for an hour each week and may also accompany them on

outings and holidays. Eric Macfarlane emphasized the adult atmosphere of the college and called the students' freedom to come and go "responsibility" – a description somewhat sceptically received by the Conservative MPs. There are, for instance, silent study rooms supervised by staff; the students can go if they wish but are not forced to do so. Students run their own clubs and activities with a member of staff in the background. Judging by a brief visit, the policy seemed to work well.

The same atmosphere prevails at Alton College. Hampshire has moved further with sixth-form reorganization than any other large education authority. With one purpose-built tertiary college in Andover and 12 sixth-form colleges, it has 5,500 16 to 19 students in separate post-16 colleges compared with only 1,600 in the 20 all-through comprehensives, which are mainly concentrated in the South-east.

Not surprisingly, therefore, the MPs found a good deal of support for the break at 16. Of all the teacher unions gathered to give evidence, only the spokesmen for the Secondary Heads Association expressed serious reservations about separate post-16 provision for all. "Some pupils are ready to go on and take adult attitudes. Others need the support of an all-through school", he said. One NUT representative also stressed the staffing problems of 11-16 schools.

But if the MPs came to Hampshire looking for a uniform system of support for tertiary colleges, they did not find it. While nearly every one supported post-16 provision, there also seemed to be general agreement that a tertiary college was the best solution for some areas but a mixture of further education and sixth-form colleges was better for others.

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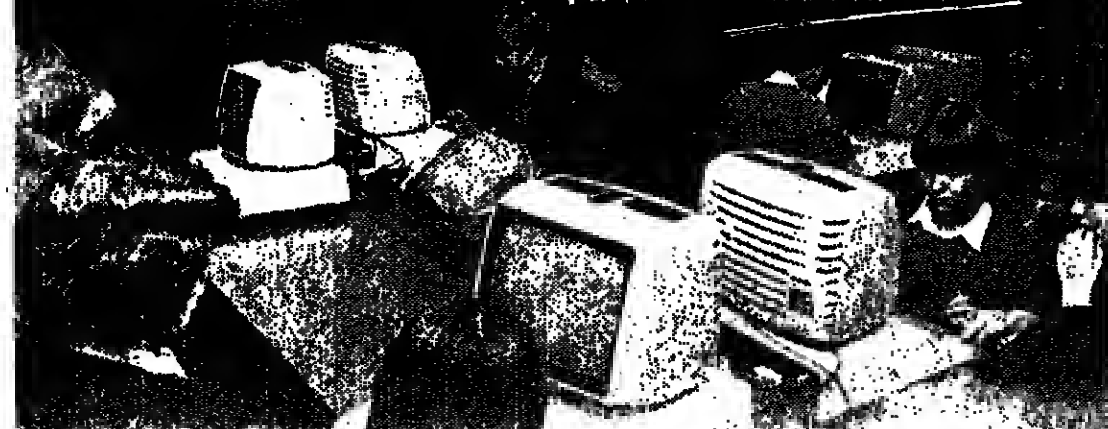
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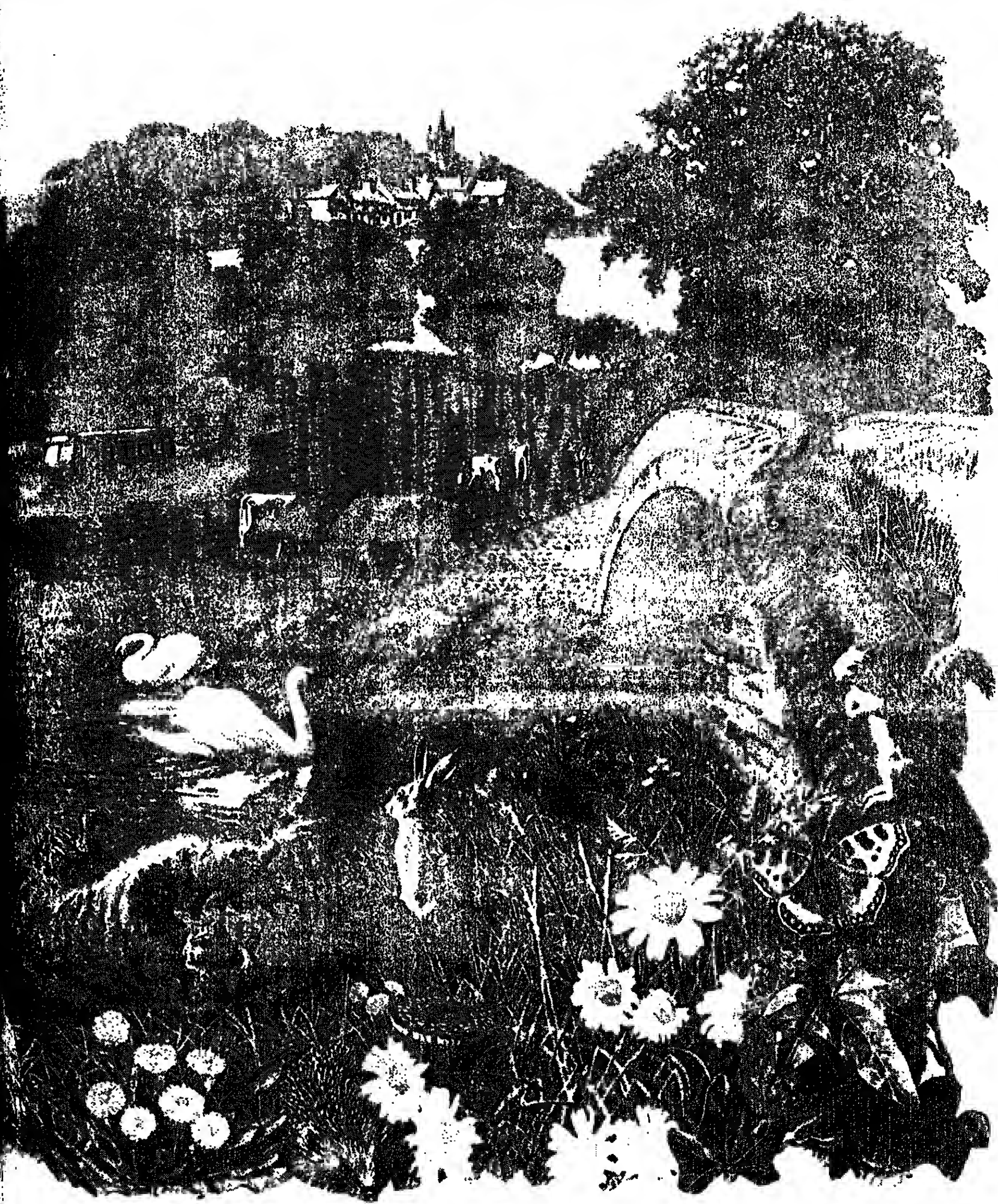
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SCHOOL TO WORK

John Walshe reports from Dublin on high-level criticism of programmes for the young unemployed

Man in charge calls Irish youth schemes a waste

Ireland's training and work schemes for the young unemployed are mostly "meaningless activities" according to the man responsible for running them, Mr Niall Greene, chief executive of the government's Youth Employment Agency. The agency, financed by a 1 per cent levy on all incomes, was set up last year to expand existing schemes and develop new initiatives.

Mr Greene is making it clear that he thinks attempts to reform many of the schemes have been a waste of time.

He says they are predominantly geared to providing services which would normally be met out of the exchequer and were not designed to meet the educational, training and work experience needs of the participants.

Even quite progressive groups look on youth unemployment as an opportunity to have facilities or amenities provided on the cheap rather than addressing themselves to the more deep-seated needs of the young people themselves, Mr Greene adds.

The agency is against the continuation of narrowly based programmes and wants to replace them with a more varied approach.

Mr Greene wants two schemes scrapped. One is an environmental improvement programme set up in 1977 and implemented by local authorities.

The other is the Department of Education scheme under which grants are paid to youth and sports organizations which hire young people to improve local amenities.

Mr Greene has annoyed some people but pleased the National Youth Council which wants the agency to achieve greater coordination of training and work schemes. The new coalition government has promised to remove obstacles in the way of the agency.

This year the 1 per cent levy will yield about £147m and some of the funding will be available from the EEC.

About 45,000 young people will engage in schemes financed by the agency - long and short term, apprenticeship, school to work projects, a trainee farmers scheme, a youth employment development officer programme and other measures.

In a recent speech Mr Greene attacked the preoccupation with statistics on the unemployed and with "head counts". He claimed that the country had established an institutionalized distrust of the good faith of the unemployed and their genuine desire to have productive long-term employment.



Positive action: TUC support is sought for wider training training women.

Unions press for more action on girls' training

by Richard Garner

Moves to get the TUC to back a campaign of "positive action" to increase education and training facilities for girls in the Government's New Training Initiative will be made next month.

It will be one of the key issues debated at the TUC's women's conference in Scarborough for several unions have tabled motions on the subject.

NATFHE, the college lecturers' union, is urging the TUC to press the Manpower Services Commission to adopt policies of "positive action" in the NIT which will remedy existing inequalities in education and training provision.

Its motion is urging that schemes under the Youth Training Scheme should only be approved if sponsors give a written commitment towards equal opportunities policies.

In addition, a motion from BEETU, the electricians' union, recognizes "there is potentially a new opportunity for girls to gain experience of non-traditional jobs and industries" with the YTS.

It urges the MSC to give girls "positive encouragement" to apply for non-traditional training courses. An amendment by TASS, the white-collar workers' section of the Amalgamated Union of Engineering Workers, demands genuine employment and training opportunities for women with a massive increase in apprenticeships.

It seeks, too, similar long-term

Spain/James Connell

Prison budget gives learning a low priority

MADRID: Teachers attached to prison education services have submitted a highly critical report to the general director. They claim that the overall budget is ridiculously low to organize education of any sort, especially in comparison with funds allotted to strengthening security measures. Only 2 per cent of the prison population is enrolled.

Last year's financial coverage for education services amounted to an annual £25,000, an average of £315 per prisoner which worked out at £1.25 per inmate.

Prison authorities are conscious of the problem and support the teachers' demand, but emphasize that all available funds in recent years have been channelled into modernizing the ancient buildings.

Prisoners claim that it is virtually impossible to study to the present overcrowded conditions, where several men share a cell. Of a current prison population of 22,000, only 149 students are enrolled in open university courses.

Most inmates' educational qualifications are scanty with only 2 per cent holding the equivalent of O level. Fully 10 per cent are illiterate, and attention is focused on those with illiteracy results.

Only 224 inmates, 3 per cent of those enrolled, achieved their diploma in first cycle education, approximately O level standard. Privately-run correspondence courses have lately decreased in favour of state-run radio tuition. Prisoners found correspondence courses expensive and the material often difficult to follow.

The new Socialist Government may introduce reforms and expand educational services despite the costly rebuilding programme.

Standards and equality slip away

A dispiriting picture of a school system in deep decline emerges from a new study of contemporary America.

The study describes how standards are slipping and how more and more pupils are being withdrawn into private schools. It shows how the financial base of schools is being eroded and points out that in a system dedicated to equality it is still the black, Hispanic, Indian and poor white pupils who are the losers.

America, *Americans* is written by two *Economist* journalists, both of whom have spent a number of years reporting from Washington.

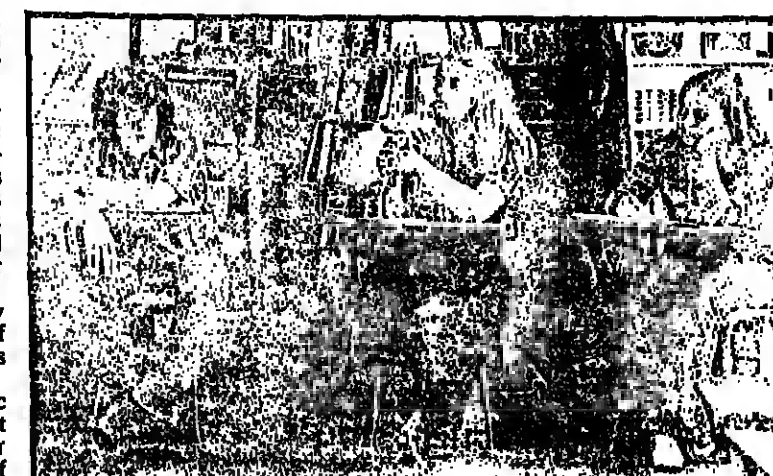
The authors take the Scholastic Aptitude Test (SAT) results - what they call the Dow Jones Index for education - as a rough measure of national schooling standards. Scores peaked in the post-Sputnik years, but have declined each year since 1963 with gathering speed. Over these years the pool of pupils taking the test has grown but this dilution, they say, only partly explains the drop in scores.

This decline is reflected in other tests such as the American College Test and the Iowa Testing Programme. In all these tests only among the very brightest pupils has there been no deterioration.

The authors isolate a number of causes for this decline. These include aspects of the two main and conflicting influences on schools - a desire for standardized uniformity and an emphasis on individual freedom and local control.

Parents, they say, are quick to attribute poor results to problems of discipline, although the reality of violence in American schools is nowhere near as shocking as the common myths of mayhem.

There is also a widespread belief that teachers are not up to scratch - and plenty of evidence to fuel the allegations. "When teachers in Wales, Wisconsin, a suburb of Milwaukee, sent in proposals for a cur-



American schoolchildren: caught up in a falling system.

riculum", the authors write, "their spelling mistakes included 'dabate', 'wood', 'separate' and 'ducumant'".

Another reason for slipping standards is thought to be the lax grading of pupils. Many teachers, steeped in the libertarian ideals of the educationist, are reluctant to fail students by giving them low grades. This is "a cruel kind of help" in a country geared to achievement, the authors believe, since it simply passes on the job of failing the unqualified to employers and colleges.

An increased choice of school courses and a relaxation of college entry requirements have also played a part in the national slippage. If credits are given for courses in environment studies, mass media, astrology and student government, the authors point out, fewer pupils are going to opt for hard courses in French, German or algebra.

The result is often a frightening lack of basic skills. An economics lecturer at the University of Southern California complains that the English writing skills of many of his students are so poor that some do

not know even to capitalize the word "I". Two thirds of the high school graduates going on to City College in New York need remedial classes - a high figure even for an open access college.

However, in contrast to the increasing flexibility of subject choice, school texts remain standardized, bland products which will safely suit all trends and give offence to no one. This format of standardized texts and tests, the authors say, has some pluses, but many more minuses.

"It reinforces certain typical American intellectual characteristics: determination to find answers to every question, a respect for individual facts, an impatience with ambiguities or shades of meaning. There is also a price to pay: a certain mental passivity, and unwillingness to question authority or ask why, a weakness of blending fact and opinion that comes out clearly in the poverty of students' writing."

Teachers are further hampered in their classrooms by being very much under the thumb of powerful school boards and parent-teacher associations. Mr Albert Shanker, leader of

the American Federation of Teachers, has said impatiently that teachers "are surrounded by parents who feel they could do as good a job teaching children, if they weren't too busy making money". Additional pressures come from religious fundamentalists who vet texts and teaching for any hint of anti-Bible sentiment, and from an overall national tendency to treat booklearning with a hint of scorn.

"It is perhaps only in the Supreme Court or the Court of Appeals that the word 'scholarly' applied to a piece of work is a compliment", the authors write.

Whatever the reasons for the decline of state schools, parents are certainly pulling their children out of them. While overall pupil numbers have fallen, the number of children at private schools - about five million - has remained constant. Attendance at non-Catholic private schools has risen from 700,000 in 1960 to 1.7 million today.

State schools are being further weakened by increasingly precarious finances. The structure of the country's population is changing rapidly, and now only three out of ten adults have children in state schools. As a result taxpayers are becoming more reluctant to cough up extra cash for their schools. The rejection rate in local voting on new bonds to finance schools is now 50 per cent, double what it was in the 1950s.

While some progress has been made towards integrating schools and improving the achievements of black pupils, the authors write, this has been done at enormous cost. A reaction has now set in, and the battle of the 1980s will not be to gain further ground, but to prevent a sliding back.

Hilary Wilce

America, Americans by Edward Fawcett and Tony Thomas. Collins £12.95.

Christopher Follett on the Danish Government's attempts to reduce its teacher glut

A crisis of over-production

With the austere economic policies of Denmark's new Conservative-Liberal minority coalition Government taking effect, the recession is being more keenly felt in education, which has had to bear its share of extensive public expenditure cuts.

At the root of the teachers' dilemma are not only cuts born of the current economic slump, but also looming unemployment caused by a dramatic decline in pupil numbers expected over the next decade, coupled with continuing "overproduction of new teachers."

After the baby boom of the post-war years, Danish population growth is now virtually static, meaning that the number of pupils attending the *folkeskole* (primary and lower secondary state school

entering for the age group 6-16) will fall to 560,000 from the present 700,000 during the next decade. At the same time, ministry of education estimates forecast an increase from the present 3,000 to 12,000 unemployed *folkeskole* teachers by 1985, a figure expected to double again by the early 1990s. By then there will be approximately 18,000 trained *folkeskole* teachers too many.

Similarly for *gymnasium* (upper secondary school) teachers; ministry figures show that the Danish education machine is still massively over-producing educationalists. By 1995, a recent report foresees, Danish universities and teacher training colleges will have produced double the present number of *gymnasium* teachers, or some 14,500 in all, to fill an estimated 4,500 new posts (as compared to today's requirement of some 6,000 new teachers actually).

Faced with these stark realities, the Liberal Minister of Education, Mr Bertel Haarder, Liberal Minister of Education, has set about cuts which are beginning to hurt the normally rather comfortable Danish teaching profession. First, six of the country's 30 *folkeskole* teacher-training colleges are to be closed from this summer, with swingeing cuts in courses envisaged at a further seven establishments. On top of this, personnel cuts of approximately one-sixth of the 37,000 full-time teaching and ancillary staffs at Denmark's kindergartens, day nurseries and creches have just been announced.

The feared mass laying-off of teaching staff by local education au-

thorities as schools adjust to lower numbers of pupils has already begun, with Roskilde Council in the Greater Copenhagen area already sending dismissal notices (effective after the summer holidays) cut to 40 teachers. Other councils are inevitably about to follow suit. Private schools - most of which are to some extent state-aided in Denmark - have also been urged to cut back.

To stem the overproduction of *gymnasium* teachers, Mr Haarder this month announced controversial plans to shut down the entire humanities faculty at Roskilde University Centre (RUC), west of Copenhagen, the newest of Denmark's five universities, opened in 1972. The plan, if it goes through, would put an end to RUC's annual turnover of some 50 *gymnasium*

humanities teachers (notably in Danish, foreign languages and history), switching the university's focus to business and commerce-oriented studies.

The number of students at RUC would drop from the present 2,400 to 1,200, along with foreseeable cuts in the academic staff (currently at 250) as well as threatening 350 other posts at the university.

The announcement of Mr Haarder's cuts at RUC unleashed an immediate reaction throughout academic circles in Denmark, with RUC itself being occupied by angry students, and mass demonstrations and walkouts carried out by the 67,000 students at Denmark's 20 institutes of higher learning.

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Special Education in Scotland

With the introduction on January 1 of the new regulations governing special education, there is an urgent need for all teachers to become more familiar with the challenges of teaching handicapped children, in the ordinary classroom as well as in special schools and classes. During January, The Times Educational Supplement Scotland published a series of articles on special education: how individual authorities are reacting to the new regulations; how parents are coping; a case study of an individual school; the implications for teacher training. These have now been reprinted in a six-page format and are available for 50p each (including postage) from the address below.

Please send your cheque/postal order (no cash please) made payable to Times Newspapers Limited to:
The Times Educational Supplement Scotland
58 Hanover Street, Edinburgh EH2 2DZ.

Edited by
Mark Jackson



Government orders itself to pay tax on YTS fees

The Government is proposing to charge itself VAT on part of the money it is spending on the Youth Training Scheme. It means that several million pounds of the YTS budget will find its way back to the Treasury.

The tax is to be charged on fees paid by the Manpower Services Commission to managing agents for the scheme, who are likely to include local authorities, industrial training bodies, voluntary organizations, and trade associations, as well as big employers.

The agents are to be paid £100 per trainee, but will get an extra £15

added in each fee to cover their VAT liability. It only applies to those with an overall income of more than £17,500 a year.

Customs and Excise have said the MSC that VAT must be paid on the fees because they are payment for services, unlike the grants which will be paid to employers to cover the pay and training costs they incur.

The VAT bill is likely to be around £4m, some of which may be paid by the managing agents because they will be able to deduct the VAT on the goods and services they buy for their schemes.

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TES

OVERSEAS

Australia/Bill Purvis

Federal advisers demand radical funding reforms

SYDNEY: A major reform of secondary education in Australia is urgently needed to meet the needs of today's students, according to a report released by the Commonwealth Schools Commission.

The commission said widespread concern about the nature, quality and direction of secondary education needed an urgent response by government. It called for radical changes in the system of financing government schools.

The commission is an advisory body to the Federal Government. Under the Australian constitution the states are responsible for primary and secondary education and provide about 80 per cent of the funds for schools.

The Federal Government is responsible for tertiary education, but also provides about 20 per cent of the total government funds allocated to schools.

The commission says the Federal Government should also look at development of new types of schools, financial incentives for secondary students and their families and the extent to which primary schools provide a ground for secondary education.

Another recommendation is that \$A125m (£75m) should be allocated for computer education over the next five years.

The chairman of the schools commission, Dr Peter Tannock, said that low retention rates could point to a need for a less rigid secondary school system, with a wider range of different types of schools.

But private schools would still receive the major proportion of federal funds - almost \$A629m (£381m).

against \$A567m (£343m) for government schools.

According to the report, 76 per cent of students attend government schools while 24 per cent attend private schools.

Meanwhile, the Australian Labour Party has backed away from its controversial plan to stop financing wealthy private schools, in an attempt to heal a rift with the Catholic Church before the election.

The ALP's education spokesman, Mr Chris Hurford, has formulated a plan to reduce, but not eliminate, commonwealth aid to the wealthiest private schools within the first three-year term of a Labour Government.

The move comes only a little more than two weeks before the nation goes to the polls in a federal election which is likely to have a close result.

Under the original plan announced three months ago, wealthy private schools would have lost their entitlement to any recurrent grants from a Federal Labour Government within its first term of office.

The new plan leaves the ALP the option to continue providing a basic level of support to all private schools indefinitely.

This represents a significant concession to the Catholic Church hierarchy, which has been publicly opposing Labour's position on the grounds that every school-child should receive a basic grant from the Federal Government.

The church's dissatisfaction with Labour's policy has resulted in damaging publicity that party officials feared could cost votes.

New Zealand/Lindsay Hayes

Maori help sought in job-hunt scheme

WELLINGTON: Maoris with secure jobs have been asked to "adopt" an unemployed Maori school-leaver until they find the young person permanent work.

The nationwide call comes from the Maori Affairs Department, which this year is addressing itself to the problem of jobless Maori teenagers with renewed urgency and \$200,000.

The department estimates the number needing encouragement in the job search could be as high as 20,000.

This represents a lot of sponsors, and task units - manned by department staff and volunteers - are being set up around the country to find them - among the ranks of Maori business people, police, teachers, nurses and other groups.

Their expenses, such as transport costs to get their charges back and forth to interviews - will be partly offset by the \$200,000 allocation from the department which has recruited last year's *rapu mohi* (job search) programme.

Last summer holidays, the department found permanent jobs for only 610 of the 3,583 Maori teenagers who took part in department-sponsored courses. This time, by its one-to-one approach, the department seeks a greater commitment from Maori people and hopefully a higher placement rate.

Top officials have already set an example. Mr Ben Couch, the Minister of Maori Affairs, is heading up the east coast - a largely Maori area - to find a country teenager to employ in his office.

More than 40,000 school-leavers are now on the market, some only tentatively, as they wait for the results of their school examinations (due out later this month), before deciding whether to return to school.

Canada/Les McLennan

Quebec staff unions lead fight against public pay cuts

TORONTO: In a province known for its strong public service unions, the Quebec teachers' unions have shown they are strongest of all.

Faced with a huge budget deficit and still-falling revenues, the government brought in legislation just before Christmas to cut salaries of all public employees for three months from February and imposing a three-year contract that would keep salaries below present levels.

Teachers were among the hardest hit, because their salaries qualified almost all of them for the maximum cut of 10.45 per cent. In addition, workweeks were increased by two to three hours a week and a cherished job security clause was drastically altered.

When the Common Front (Quebec's three largest public service unions) called for a strike to begin on January 26, the teachers volunteered to strike first, even though their right to strike had been taken away by a previous decree. Since the following day 1.3 million students have been without classes - the teachers having decided to work one more day and contribute the day's pay to their strike fund. The other unions quickly followed suit, cutting off government services and restricting hospital care to emergencies.

The Government responded with minor concessions and threats of punitive legislation, and by February 10 all other unions had gone back to work. Ten thousand teachers were charged with participating in an illegal strike, and the Government made a new offer - only a 12.6 per cent cut in pay, or worse offer than the last one made before the strike.

No concessions were offered on workload or job security. The offer was rejected by local unions by margins of between 60 and 80 per cent.

Intervention by the Minister of Education failed and the legislature was recalled. Public support for the government was strong following full-page advertisements which emphasized that salaries in the public sector were 12 per cent higher than in the private sector and that per-pupil expenditure was 25 per cent higher than in neighbouring Ontario. The pupil-teacher ratio was 16.1 in Quebec and 21.2 in Ontario. Past strikes had left a residue of resentment.

In the early hours of February 17, a new Act was passed providing for daily fines of up to \$100 per teacher, loss of three years' seniority for each additional day on strike and further reductions in pay on return to work. Union officials could be fined \$5,000 per day and unions \$25,000. The law removes protection of the Quebec human rights charter and the charter of rights in the federal constitution. In addition, teachers and officials are to be presumed guilty until proven innocent.

Many expressed shock at the severity of the Bill, and public support for the Government weakened. The Quebec Bar Association and Human Rights Association quickly condemned the law. By a strong majority the teachers decided to continue their defiance, and the other unions rallied behind them again.

When the present government was first elected in 1976, with overwhelming labour support, the province's motto was changed to *Je me souviens* - I remember (past injustices). On the picket lines signs appeared, *Je m'en souviendrai* - I am going to remember this.

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LETTERS

Graded tests and HMI

Sir - Even before Sir Keith Joseph announced his decision, Oxfordshire had agreed to the publication of the HMI's report on graded tests in modern languages. Perhaps you would have read it more carefully if it had been the only one published last week.

May I at least correct some of the more misleading impressions given in your issue of February 11.

The comment of HMI that only one school in five had nothing whatsoever to do with graded tests, was a gratuitous comment, as was the note of the overuse of English rather than the subject language in lessons. It referred to some of the problems in language departments in Oxfordshire secondary schools. These problems are serious enough and reflect national ones: incidental-ly they were noted by the schools themselves and our advisers and publicly reported in our own self-evaluation exercise last year. They do not relate however to graded tests.

Nor do you convey the main message of the HMI report, namely vigorous and continuing revision and updating of the tests by our teachers in the light of experience. The hope that the tests will be available for all pupils when they are ready to take them rather than for a few at a predetermined time. Small consolation there for those who oppose graded tests!

For myself I suspend judgment. It seems to me graded tests have something to offer in specificity and for motivation, if they are not overdone. Indeed I think HMI is saying so too. At any rate, those who want to know more would do well to read the full HMI report rather than an inaccurate summary.

T R P BRIGHOUSE
CEO, Oxfordshire
Macclesfield House
Oxford

Aims and practice
Sir - According to your report (TES, February 11) the HMI report on graded objectives and their effect on teaching modern languages to Oxfordshire gives an unfortunate impression which it is important to correct. It says that many teachers following graded objectives schemes did not have satisfactory schemes of work and that too much English was spoken in classrooms.

I am not qualified to say whether this is a fair reflection of Oxfordshire teachers, I am sure they will speak for themselves, but I am concerned that it would not be presumed that the speaking of English in foreign language classrooms and the failure to arrive at a proper scheme of work is brought about by following a graded objectives scheme as the report appears to imply. In fact, as the report also says, the usual result is for teachers

to be made more aware of the necessity of having clear ideas about aims and methods. It would seem then that the teachers thus criticized would, in all probability, have had similar failings whatever syllabuses they had been following. This underlines, of course, the sad fact that good objectives do not necessarily lead to good practice in the classroom.

It is true, as we involved in the graded objectives movement know, that some teachers following graded objectives schemes have not always realized the methodological implications involved: if the objective is a communicative one then the teaching method must be one that uses the language communicatively. The optional GOML committee is therefore currently engaged in collecting material for a handbook on communicative methodology, that is, on what precisely teachers do in classrooms in order to teach and practise communication in the foreign language. We would welcome contributions, however brief, from teachers about how they set about this. They should be sent to me at the address below.

BRIAN PAGE
Chairman
National Coordinating Committee in Graded Objectives in Modern Language Learning
University of Leeds
Leeds
LS2 9JT

Adult privilege
Sir - The remarks of Mr Mellon, branch secretary of the NUT in Coventry, (TES, February 4) sum up the blinkered, ignorant, antidemocratic attitude towards adult education that I and many of my colleagues work ceaselessly and, in his case, obviously vainly, to change.

... a job teaching adults might be better than no job at all ...

The thought that someone who formed part of the planning committee could be so badly informed about our society's educational needs for the future fills me with dismay. He never bothered to find out what continuing education means? Frequently, alas, it means undoing the damage inflicted on adults during their statutory educational years to order that they may continue to learn.

Far from being "better than no job at all", we who teach adults count ourselves privileged to have the opportunity to take part in the sector of education where the participants are self-motivated volunteers who wish to continue learning, often after a day's work and when, moreover, pay for it three times, through their taxes, rates and fees.

SUSAN FEY
Principals
Tunbridge Wells
Adult Education Centre

Sir - Having read with interest the correspondence which ensued Mr Ginner's letter in November 1982, I wish to enquire whether any candidate and winning, a special award in English Literature with the Associated Examinations Board, in summer 1982?

MARTIN MARCUS
106 Victoria Road
Wargrave
Berks

Evaluation at top
Sir - We read with interest Nick Wood's comments on "Structuring evaluation - for all it's worth" when he refers to Shirley Wilshire's experience at George Satter High School. Clearly Mrs Wilshire's approach was strikingly different to the one espoused by Ginner and Long who argue for evaluation to start at the 'top' in the i.e.s. and minor staff level of schools, not as Mrs Wilshire argued, "with staff evaluation it is easier to start with

the scale oces and work up". Evaluation is not top down but a two-way partnership, and surely no one would argue that i.e.s. advisers, inspectors and sector staff are not in need of professional development and evaluation.

Evaluation is not about, as Mrs Wilshire and a number of i.e.s. have written, "quarterly aimed given to staff about their performance. It is a partnership of help and understanding which builds up staff professionalism and training. Evaluating needs to be linked into curriculum

development and in-service training, not purely staff appraisal. If, as Nick Wood comments, "Mrs Wilshire's way of running the school had provoked an atmosphere of fear, friction and mistrust", then surely our argument rings true. She needed to be evaluated first, where was the i.e.s.?

S M SLATER AND R S LONG
Editors
Evaluation in Education
7 Ledward Lane
Bridport
Dorset

Popular girl
Sir - With reference to David Hargreaves' letter "Teasing the ratebuster" (TES, February 4), I am sorry to hear that he and his friends in the sixth form "teased the class swot ... with dreadful cruelty".

At exactly the same time in the girls' division of that same school, I can personally vouch for the fact that the swot was not only tolerated but very popular. Why? There was a well-established custom that a prestigious award at Oxbridge was worth a day's holiday for the school.

ELIANE LEVER
Bridge Farm
Lillingstone Lovell
Nr Buckingham.

Swot attitudes
Sir - I would like to reply to some of the criticisms of my book which was discussed by Nick Wood in the TES, January 21. David Hargreaves and Gareth Williams both say that I imply that the "work restriction norm" - by which pupils who work hard are labelled "swots" - is something new and confined to the comprehensive school (TES, February 4). This is certainly not the case. Indeed I argue that the norm is part of the folklore of schooling and is a feature of a variety of settings, including factories and universities.

I was also criticized for being a despised social scientist telling people what they already know and producing an over-elaborate explanation for something quite simple. However, I do not find Dr Hargreaves' "simpler" explanation of the norm to be very plausible. While workers on the factory floor who work hard might be used as a basis for increasing the work load, pupils taking O levels are not in quite the same situation as their work load is dictated more by the GCE syllabus than by individual teachers. In fact, as I point out in the book, many pupils adopt an instrumental attitude to their exams and discount work set by their teachers if they do not consider that it will help prepare them for their O levels. Swots, on the other hand, are criticized because they do work

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Swot attitudes
Sir - I would like to reply to some of the criticisms of my book which was discussed by Nick Wood in the TES, January 21. David Hargreaves and Gareth Williams both say that I imply that the "work restriction norm" - by which pupils who work hard are labelled "swots" - is something new and confined to the comprehensive school (TES, February 4). This is certainly not the case. Indeed I argue that the norm is part of the folklore of schooling and is a feature of a variety of settings, including factories and universities.

I was also criticized for being a despised social scientist telling people what they already know and producing an over-elaborate explanation for something quite simple. However, I do not find Dr Hargreaves' "simpler" explanation of the norm to be very plausible. While workers on the factory floor who work hard might be used as a basis for increasing the work load, pupils taking O levels are not in quite the same situation as their work load is dictated more by the GCE syllabus than by individual teachers. In fact, as I point out in the book, many pupils adopt an instrumental attitude to their exams and discount work set by their teachers if they do not consider that it will help prepare them for their O levels. Swots, on the other hand, are criticized because they do work

development and in-service training, not purely staff appraisal. If, as Nick Wood comments, "Mrs Wilshire's way of running the school had provoked an atmosphere of fear, friction and mistrust", then surely our argument rings true. She needed to be evaluated first, where was the i.e.s.?

S M SLATER AND R S LONG
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LETTERS

Reaping the harvest of 16-plus

Sir - "Down with 16-plus" (Henry Macintosh, TES, February 11) highlights issues of such magnitude that it is a pity that we, the educational practitioners, have not been far more vigorous in debate before now.

The issues raised are uppermost in the minds of many of us. As a deputy head of a large comprehensive school, responsible for creating an appropriate curriculum for all levels of ability, I feel a sharp tension between curricular ideals and the realities of assessment. I share much of the unease expressed by Mr Macintosh when he attributes the reaping of a "harvest of alienation" to a lack of reform of our public examinations system. Indeed, as the ways in which we assess pupils in schools are often strongly influenced by public examinations approaches, the alienation will be reinforced through internal, as well as external, assessment activities.

As the same time, as a chief examiner with a CSE examinations board and as a member of a 16-plus subject committee, I reflect, frequently in the present and likely future shoring up of our public examinations system in relation to much of the work actually taking place in our schools. At a time when many educators are viewing the period of compulsory secondary education as a period when much more individual "guidance" and in-

dividual "enrichment" is desirable, a plan of campaign has developed in which the same subject-specific and pupil-divisive elements common to the existing GCE and CSE pattern may be found.

The opportunity to create a public examination system which responds to curriculum progress has been lost. If 16-plus becomes a reality in schools, it will dominate those schools. It will, through its subject-specificity, prevent schools from developing appropriate curricula in which effective "guidance" and individual "enrichment" supplement and enhance essential and relevant learning for all. Through its search for a candidature consisting of the top 60 per cent it will divide children just as effectively as they are divided now - into those who matter sufficiently to be of concern to the proponents of national criteria, and into those who do not count, who do not warrant a place in the national consciousness. Unless we attend to this problem with urgency, the alienation of groups within our society will grow to proportions of which we can only surmise with despair.

So, it is with relief that I see a secretary of a public examinations board suggesting a way out of the dilemma. What Mr Macintosh proposes is not necessarily new - what ever happened to RASFP? Nevertheless, the search for an approach to

assessment through the subjective profiling by children's teachers must go on and increase in urgency. It may be that the I.E.A.s are the most appropriate validating and accrediting agencies - certainly, as Mr Macintosh contends, being at the centre of the relationship between school and community, they are ideally placed. However, I am sceptical that many I.E.A.s have either the expertise in assessment techniques or the will to develop them. I am of the view that unless there is considerably more push from people such as Mr Macintosh, from the schools and from the community, such initiatives now to be seen in Oxfordshire will, sadly, be the bright exception in a dismal and divisive educational norm.

ROGER C. CLAY
The New House
The Broadway
Edington
Nr Bridgwater
Somerset

Low profile

Sir - Would somebody tell me why we have an exam at 16 when no other European country needs it? They even manage to avoid East Swinshire's profiles (don't we all).
JOHN LELLO
Headmaster
Sexey's School
Bruton
Somerset.

Exam remarks

Sir - As acting secretary to the administering board involved in the remarking of Laurence Jackson's 16-plus ALSEB/JMB/YHREB English scripts, I must take issue with both the tone of Richard Garner's article and certain of its statements (TES, February 11).

It was unfortunate that the article was presented solely in terms of confrontation, provocation and reluctance on the boards' part to regrade the candidates concerned. No, where was there any acknowledgment of the fact that the remark was possible only because the boards themselves had introduced such a service. Nor was it made clear that the principle of awarding a higher grade had not only been readily accepted by the boards but had been indicated to schools prior to the 1982 examination. To present the remark in terms of a battle, therefore, is both misleading and unhelpful.

On the particular issue of communication, it is true that ALSEB at no time wrote directly to the school about the remark. In this instance the board was following the accepted practice of the consortium

that all matters relating to entries, the conduct of the examination and appeals of all kinds are dealt with by the regional (home) board concerned. It would be erroneous to assume, however, as your article does, that the school's initial letter was ignored. ALSEB immediately notified YHREB of the request and also set in motion at that stage the required procedure.

I would agree that the remark service is of greatest value when it can be effected speedily. However, it must be recognized that a detailed remark involving, as did that of the initial 19 candidates, individual reports on their performance, is a lengthy procedure. Indeed, most of the time involved - September 2 to December 16, 3 1/2 out of 4 1/2 months as the article states - was concerned with this remarking/reporting; the remarking of the remaining 156 candidates' scripts was a more straightforward and therefore speedier process.

As Mr Henderson rightly states, the efficient operation of the remark service depends on good communications between boards and schools; it also depends on a ready understanding that examining

boards as well as schools have the interests of candidates at heart.
KATHLEEN TATTERSALL
Acting secretary
Associated Lancashire Schools
Examining Board
12 Harter Street
Manchester

Words and posts

Sir - In the article, "Schools' appeal wins higher exam grades for 44" (TES, February 11) you have correctly reported that the 16-plus English examination taken by the pupils of Laurence Jackson School was administered by the Associated Lancashire Schools Examining Board on behalf of the Northern Joint 16-plus Consortium. It is therefore more appropriate for that board to comment on the detailed workings of the remarking exercise.

However, I have just two observations which I should be glad if you would publicize. The use of the word "battle" by your correspondent is a little unfortunate in view of the boards concerned have done their utmost collectively to ensure that Mr Vickers' candidates were awarded a fair result. Second, you

have inadvertently promoted a senior member of my staff, Mr Alan Donlan, as the principal assistant secretary responsible for examinations administration, not secretary to the board.
B. PARK
Secretary
Yorkshire and Humberside Regional Examinations Board
Scarcliffe House
136 Derbyshire Lane
Sheffield

No copies

Sir - In the article by Richard Garner concerning my school's appeal against the grades awarded in the 1982 16-plus English language examination (TES, February 11), I wish to correct the statement made in the second last paragraph.

I did not send copies of the correspondence to Dr Rhodes Boyson, Mr Kinnock or indeed to any political body.
J. A. VICKERS
Headmaster
The Laurence Jackson School
Church Lane
Cluiborough
Cleveland

would be nobody's responsibility. Consider again what measures the governors of an unpopular school would be able to employ to revive its fortunes. They would not be able to spend money, as they would have none to spend. The only really dramatic move which would be open to them would be to replace the head teacher and/or a significant section of the staff. In such circumstances, the job of the head teacher in particular would become every bit as precarious as that of the professional football manager. In urban areas, one can also envisage the situation of two neighbouring

schools having formerly been under the control of different I.E.A.s, one high-spender, the other a low-spender. The school from the high-spending area will have a ready-made advantage in the popularity stakes. The school from the low-spending area, run-down and deprived of resources will suffer further loss of revenue as its numbers decline. To them that have, shall be given, to them that have not, shall the little they have shall be taken from them.
PETER B. BLACKBURN
103 London Road
Bromwich W Midlands

Church or state

Sir - I must write in defence of the headmaster of the Wednesday Church of England school who, according to your article of February 4, is in trouble with his local education authority because he is religiously serious.

What is preposterous about expecting a Church school to have a greater emphasis on religious education than a non-religious school? The Church of England is entitled to equal, whole-hearted commitment. I am not surprised that the headmaster disbanded the PTA for objecting to his religious views on running a Church school. There are plenty of state schools available for children of parents who seem to think that the Cross is just a means of varying the interior decoration of the school hall.

Is this Christians? This is the way in which Catholic schools have always been run without any loss in academic standards and without criticism. The Church of England is entitled to equal, whole-hearted commitment. I am not surprised that the headmaster disbanded the PTA for objecting to his religious views on running a Church school. There are plenty of state schools available for children of parents who seem to think that the Cross is just a means of varying the interior decoration of the school hall.

for a single voice of support for this headmaster from one of the Anglican clergy.
Wake up the Church Militant! Martyrs have died for our freedom of worship. Stand up for the Rev. Roger Gilbert.
I E DAVIES
243 Hay Green Lane
Bournville
Birmingham

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

FEATURES

Fun and friends under the red woggle

Sara Parker looks at Scouting for smaller boys

Who are we?" yelled the scouting leader in her green troop sweat shirt and work-worn jeans. "Beavers, beavers, beavers", chorused the six and seven-year-old boys with an enthusiasm which practically raised the church hall roof.

"And what do we do?" called out the leader. "Fun and friends. Sharing, sharing, sharing", shouted back the youngsters. Ritual over, it was down to work, which included creative activities like painting and eggbox sculpture, games and that week, a visit from two local firemen with a film on safety in the home.

Beavers are under eights; too young to be cubs, but a growing phenomenon in the Scout movement. Last October, they were officially recognized by the Scout Association and since then some 500 groups have been set up in England and Wales.

The guidelines for beaver groups - or colonies as they are called by the association - are unusually vague for a movement which has a tradition of formalized training and disciplined development. Little is laid down beyond the motto "fun and friends", and a uniform which is simply a turquoise scarf and red woggle worn over everyday clothes.

The association's director of programmes, Derek Twine explained: "We are trying to keep the beginnings as flexible as possible, and to provide something based on the interests and needs of the age range and not bounded by traditions or by what we do with other age ranges."

In reality, this means that when the association's review body meets this July, it will be looking for ways of steering the difficult course between the faction who want a formalized training programme for the under-eights and those who are happier with a more relaxed play-group type of atmosphere.

Beavers, however, are not as new to this country as the association's cautious recognition of them might suggest. In Northern Ireland, for example, they have been flourishing under the autonomy of the province's regional scouting council since the sixties, while on mainland Britain, a few informal groups have been set up - some under other names such as Imps or Little Brothers.

The name, beaver, comes from Canada where the under-eight colonies are as widespread as the mythology of a tale called *Friends of the Forest* as the cubs are in *Kipling's Jungle Book*. In Canada, beavers have become an important part of the national scouting movement with their own uniforms, badges and well-developed training programmes.



It was after hearing about the Canadian beavers that Irene Murfin, a mother of three, decided to set up one of the first beaver colonies in this country. She recalled: "When my middle son was about five, he asked when he could get to cubs. I had to explain that he'd have to wait until he was eight - and at that age, it seemed like an awful long time."

That was less than two years ago, and yet when Mrs Murfin approached the association headquarters in London, they told her it was nothing to do with them and advised her to obtain some kind of sponsorship from her local scout group.

Fortunately, she was already on good terms with the group - the 4th Bedworth near Nuneaton in Warwickshire - and with the church which funded them. Convincing them something should be provided for under-eights posed few problems - and it wasn't long before she began to run weekly beaver meetings in the church hall.

The first attracted seven boys and by the next week the number had doubled. Today, she has to restrict attendance to 15 and has a waiting list which could easily make up another group if she had the help.

"There is a demand from the kids themselves. These days they are more forward and need something at six or even earlier to develop them", she says.

"With us, they do things which they probably wouldn't do in school, and learn to get on with other children and work together. It brings the shy ones out of themselves and helps the excitable kids to learn self-control."

The mothers, who bring their children to the beaver meetings, also feel it helps them. One, whose son does not seem particularly bright at school, commented: "It has helped give him more confidence. Here, he has a chance to do more practical things which he is good at - he's at an age when he needs to do something and feel he belongs, and this is like his own little club."

The present flexible approach allows the leaders to develop activities to meet the needs of a particular group of children, but some, like Irene Murfin, would still rather see more formal guidelines laid down.

She believes that beavers should have to make a promise like the cubs and scouts, that they should have to work towards badges and have a full uniform, a salute and a flag. Her own group is already considering an unofficial uniform of brown sweat shirt and trousers, a policy which has already been adopted informally in a few other colonies.

Every month, they also take part in the parading of the flags and this year they will join in the Remembrance Sunday parade. "It's giving them discipline", she said. "Showing them that you must be proud of your flag and your country."

At the moment, however, the association as a whole is trying to steer clear of such formalities. It is encouraging parents with little or no experience in scouting to take over beaver colonies rather than relying on leaders who have been with the movement all their lives.

After a basic training period of two or three evenings, the parents are given a free hand to use their own experience of six and seven-year-olds to develop relevant activities. The only recommendation from the association is that the colonies are small - around a dozen or so - and have at least two leaders.

One scouting official observed: "There seems to be more interest in the urban environments because that is where people tend to be more organized as far as their children are concerned. In rural areas, organization is often more difficult and there is often a more traditional approach to scouting."

Derek Twine believes, however that beavers will be a good thing for the movement as a whole, making leaders re-examine the basic principles of scouting rather than just keeping to the traditional ways.

skill: a work-experience trainee is unlikely to find willing victims with whom to taste the job of a surgeon. For such jobs, simulations or "shadowing" schemes may be more appropriate.

Employment is still in our society the major source of identity, status and income; but if there is not enough of it, the concept of work arguably needs to be broadened. Mini companies broaden it by encouraging youngsters to initiate work; community service encourages a view of work as a contribution. Some schools are deliberately marrying their work-experience and community-service schemes.

Should, then, schools withdraw from work experience altogether? Should work experience be confined to YTS, and schools concentrate on other forms of contact with the working world? Such arguments have a superficial plausibility and there is a danger that the advent of YTS will tempt schools to withdraw into a narrower view of their role, and reduce pressures to make the curriculum more relevant to the needs of young people and to the demands of a changing society. In a world of work in which unemployment and other forces are inducing massive changes, such temptations must be firmly resisted. Work-experience schemes have a strong symbolic role to play as a Trojan horse for experiential learning and school to work interaction within the structure of compulsory schooling. This is no excuse for not clarifying their own role. But they need to be refined and supplemented, not replaced.

Tony Watts is executive director of the National Institute for Careers Education and Counselling and editor of *Work Experience and Schools* published by Heinemann next week price £19.50.

Making work

As schools find opportunities for work experience are becoming scarce, Tony Watts suggests some alternatives.

The claims made for work-experience programmes in schools are many and varied. At times, they seem to be regarded as panaceas for all the ills of the education system, offering everything from work experience as a way of motivating pupils to work harder in school. Some see it as a way of learning skills that are more effectively learned in work than in school. Some see it as a form of job-tasting, and as a way of assuring pupils into work. Some see it as a way of getting disruptive youngsters off the school's hands for a while.

Whatever the reasons, interest in setting up work-experience programmes has certainly grown in recent years, not least as a result of the work of Project Trident and the Schools Council Industry Project. It seems likely that 30 to 40 per cent of secondary schools offer work experience to at least some of their pupils, and that in all more than one pupil in ten goes on such a scheme. Now, however, the recession, together with demands for work experience to be more difficult to find enough places. Supply has stood up remarkably well but is not coming under increasing pressure.

In this situation, a clearer rationale is needed for work experience than many objectives have developed to date. The selection of objectives will affect the way in which the experience is structured. For example, if the objective is job sampling, places should be matched to pupils' vocational interests; if it is to enable pupils to experience the working conditions of quite different social groups, they must not be matched in this way. Again,

If the experience is to be integrated into the curriculum, with adequate preparation and follow-up - as all the pundits agree it should - then there are important decisions to be made about the subject "frame" to be placed around it. The experience will be very different if it is seen as part of careers education than if it is part of, say, geography or science. And how far is project work linked to the subject to be permitted to interfere with the experience itself?

Schools should also look at how far their objectives might be effectively attained by other, related means. For instance, there are work simulations, in which pupils experience work tasks but not in a work environment. Examples include business games, "production-line" projects, and mini companies, in which young people form themselves into a cooperative or limited company and "trade" for a period before going into liquidation.

Mini companies can provide simulated experience of being an employer, whereas work-experience schemes are limited to the role of employee.

There are also work observation schemes, in which pupils experience work environments but not work tasks. These include traditional work visits, normally carried out by groups; and "shadowing", in which an individual follows a particular worker for a period of time, watches what he or she does.

A further option is the use of adults other than teachers, in which pupils learn about work tasks and work environments vicariously through contact with working adults outside the work-place. The concept of the "working coach", developed by the Grubb Institute, provides one model for such contact; others have been developed within the Schools Council Industry Project.

Finally, there are part-time and holiday jobs, which are more real than work experience, not least because they are based on a contractual relationship in which wages are received for services rendered. While this imposes its own limitations, it is ironic that some schools which invest much time and effort in setting up work-experience schemes totally ignore the experiences of work which their pupils already possess.

These alternatives are not mutually exclusive; indeed, they can supplement and reinforce each other. For example, adults other than teachers can help in follow-up work on work-experience schemes or on work simulations. What is needed is a clearer assessment of the merits and limitations of each. The range of jobs for which work experience can be offered is limited by issues of safety, confidentiality, and

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FEATURES

TALKBACK

Ambiguous endeavour

MICHAEL GOLBY

After John Eggleston's important account (TES, January 14) of the incursions of HMI, under political pressure, into university education departments, and Arthur Pollard's (TES, January 21) prescriptions from mainstream academic life, rehearsing old ideas about the selection of students and practical training for classrooms, the time has surely come to assert a number of truths about teacher education as an area of professional activity in which conscientious endeavour in the face of some highly intractable problems is more the norm than the exception.

First, as to the adequacy of the preparation offered in initial training let it be recognized that teaching in schools is indeed a highly stressful and enervating activity. It is characterized by a high level of intense social activity, often conflict-laden. There is a continuous underlying debate in most schools about aims and methods; there is pressure on resources and an environment of endemic change. There is little sup-

port for staffs from sympathetic professional outsiders and plenty of carping criticism from unsympathetic non-professional outsiders.

In such circumstances anyone who thought he or she was or could be fully prepared in advance for the demands of professional teaching would probably be self-deluded. The aspiration to prepare a student for teaching is a blank cheque that can never be honoured. The further we understand the depth of the problems facing school teachers, the more experimental we become, the further must recede the prospect of preparation in any straightforward sense of the term. Preparation is not reducible to classroom skill, though obviously it must contain it. What schools need are teachers sensitive to individual pupils, responsive to the demands of order and discipline, experts in their subjects, articulate in the staff group, confident with governors and parents.

Teacher education restricted to training for classrooms as they are would be seriously deficient as a preparation of any kind for professional critical reflection, the weighing of alternatives, the presentation of a point of view in the outside world and effective classroom implementation. One is tempted to surmise that prescriptions such as Professor Pollard's are effectively attempts to restrict the imagination of teachers in the in-

terests of a status quo which serves certain interests in education well but which is not in the interests of most pupils.

There is an academic elite which is quite happy with a secondary school system which provides a ready supply of examination-passing students at the cost of a curriculum, and a set of teaching methods doing scant justice to the needs of the many. Nearly all teachers and most students in initial training recognize this. Indeed, that students in initial training have a point of view hard-won through years of endeavour in classrooms is almost totally neglected in the rhetoric of Professors.

Talkback is this week devoted to teacher training

Pollard and HMI alike. The often highly moral and indignant viewpoint of the student is not something teacher educators ought to ignore.

If it is correct to say that teacher education prepares students for roles which are highly ambiguous then I think it quite remarkable that the level of dissatisfaction as reported by HMI is no more than one fifth of new teachers in relation to many aspects of their training. Since no one can be fully prepared it is also right to draw attention to the lack of continuing support for

teachers in their professional development. The in-service provision for teachers is scandalously neglected and it will not fool many to use initial training as a scapegoat for failures elsewhere.

A second charge against the teacher educators concerns theory. Various we hear that the theory content of courses is not rigorous, or it is irrelevant. Most such criticisms have more than a germ of historical validity yet they betray ignorance of the high level of innovation until experiment throughout the teacher education institutions in the past decade or so. Practical theory is the stock in trade of the lecturers. New course designs under the stimulus of attrition and merger, many disciplined by the procedures of the CNA, have seen the integration of the disciplines of education and clearer focus on the practical.

The Open University Initial Training-INSET project brought together dozens of institutions experimenting with classroom based work involving tutors, students and teachers in joint problem solving activity. Such work as this has highlighted the problems of cooperative relationships with schools. It has also given evidence of the enormous amount of energy and intelligence which has gone into the reform and development of teacher education.

What must be recognized is that there is in teacher education a range

of problems which resist simple solutions, not because of the slutt or bloody-mindedness of staff but simply because they are intractable problems of historic dimensions.

Suppose, for example, that initial preparation for teaching were conducted virtually exclusively by practising teachers released for a short time from their school posts. Then, of course, certain sorts of practicality might be better taught. That is probably the case in police training where nearly all training staff are serving officers. But the price might have to be, as it is in police training, a more centralized and controlled curriculum.

This would have disadvantages of many kinds. Moreover, there would be some considerable loss of all that mediation of theory and research to practice obtained in the teacher education process.

It is the lecturer's job to keep abreast of research; it cannot be expected of every teacher. The numerous involvements of teachers in initial training at present are more likely to provide us with indications of a more responsible way forward than utopian or root and branch reforms having their own disadvantages.

Michael Golby is a senior lecturer at the University of Exeter School of Education.

House trained

ROSEMARY CLAYFIELD

Two recent publications from HMI have implications for both teacher-trainers and schools. *The New Teacher in School* (1982) was the result of a survey of teachers in their first job (January 1983) gave what, at first sight, seemed a simple prescription for the content of initial training. Close reading, however, reveals a mismatch between the time allocated to study and practice of curriculum and what would be needed for the development of wider understandings of society and culture suggested by the inspectors.

It is easier for us all to identify shortcomings and to prescribe for perfection than to deal with the detail of putting aims into practice. HMI are no more immune than tutors in training institutions or teachers in schools. Nevertheless, some fundamental issues are raised about how teachers are prepared for work in schools, and the roles of those concerned with initial preparation and induction.

Before discussing these, it is necessary to put HMI's contribu-

tions into perspective, and in particular, the methodological problems arising from the survey *The New Teacher in School*.

HMI considered the level of agreement between schools' ratings of teachers' skills and their own ratings to be "quite high". But of the 90 primary teachers studied, perfect agreement between schools and HMI's ratings was obtained in only seven cases. At the other extreme, one teacher was rated as very poor by HMI and very good by the school. Of those in between, 48 were rated higher and 35 lower by schools than HMI, and a statistical analysis shows that roughly speaking, the amount of overlap between schools and HMI ratings is less than 20 per cent. Some discussion of the sources of such substantial disagreement would not have come amiss, particularly as this is even more pronounced for ratings of secondary school teachers.

Schools' ratings were based on the familiarity of their everyday knowledge of the teachers, whereas HMI's were gained from two periods of observation which may have been stressful for inexperienced teachers. Many of us have memories of the mistakes made when under scrutiny in our classrooms, and the more so early in our teaching careers when skills were still fragile. Other possible sources of disagreement include a desire on

the part of schools to protect their young staff by giving favourable reports, or, one hopes less likely, that substantial numbers of schools have substandard expectations. Induction or the lack of it is another confounding variable. Not only does the quantity and quality of induction vary nationally, but in the sample studied a third of the primary teachers had no permanent contract and these are the teachers least likely to be included in induction.

Induction programmes are one means by which teaching skills and strategies are extended and consolidated, and therefore analysis needed to show how ratings of mastery of teaching skills related to induction programmes. This is not to suggest that the shortcomings of some new teachers are due to what happens after completion of initial training, but to suggest that these are pulled into the broad perspective needed for a balanced view of training.

As is rightly acknowledged, both schools and training institutions have roles to play in initial training. In part this depends on the way in which practice is allowed to inform the other in training. To take the example of primary PGCE courses, which appear to yield a higher proportion of teachers with poorly developed skills than does the four year BED course, there have been a number of developments towards more continuous experience in schools. With such a small sample perhaps it was not possible to relate mastery of teaching skills to the way a course was organized, but such an analysis would be worthwhile.

It may well throw light on whether courses which have moved away from compartmentalized theory and practice towards an integration of the two aspects through extended work in schools, produce teachers with greater mastery of skills. One suspects that HMI consider this to be so, since they advocate such a model of training in their discussion paper on the content of initial training.

Perhaps in due course, a larger sample would enable this to be tested though the analysis would be complicated by the many variants of school based course from those which lack on to teaching practice a number of obstructive visits to schools to the course at Sussex University which is based two days a week in schools throughout the year.

The primary PGCE course at London Institute of Education is based on yet a different pattern: a combination of structured work in schools, block teaching, work, and team-teaching by tutors and students.

But what should the student learn about the task of teaching? As many teacher-trainers realize, there may be tensions, for some students be-



between what is regarded as good educational practice by their tutors, and the opportunity to practice it in schools. To take an example, if students are encouraged in their induction to develop basic skills within a broad curriculum, but meet in schools a subject-centred curriculum within an inflexible timetable, this produces conflict for students and a dilemma for tutors. Both students and their tutors are guests in schools and must accept the house rules.

A more crucial ethical objection may also inhibit student freedom. If a teacher operates a rigid timetable or allows children little or no opportunity to exercise choice or engage in exploratory learning, is the tutor or student entitled to risk the children's feelings of security by significantly altering the existing classroom framework? Is the prevalence of didactic teaching styles a dear from HMI survey *Primary Education in England* (1978), which showed that approximately 75 per cent of teachers worked in a predominantly formal manner, and this is bound to be reflected in schools used for teaching practice.

In practice, many teachers do encourage students to try out ways of organizing learning, even where this is not their own preferred method. This would seem vitally important in the mastering of teaching skills which were rated by HMI as poor in one in four of new teachers. If training is to be effective, then the student needs to have opportunity to try a variety of teaching approaches,

and not simply to follow established practice in the classroom, however soundly based. Teaching skills which rest on imitation alone may be fragile, and break down when the fledgling teacher takes on responsibility for his or her own class.

The giving of freedom to try, and if need be to learn from mistakes, combined with a willingness to discuss with the student questions of content and management, would seem to be an essential contribution of the tutor and teacher partnership. This applies not solely to the management of learning, but also to the construction of the curriculum, and needs to be borne in mind before assuming that the one in ten teachers who place undue reliance on textbooks and "safe" constituted patterns of working, necessarily lacked subject knowledge. Instead, they may have lacked opportunity in training to do otherwise.

This leads to the importance of finding ways forward in initial teacher training, and when the team-teaching in the primary PGCE course at London Institute of Education referred to earlier, becomes relevant. To extend and consolidate the teaching skills of our students, following their teaching practices and other work in schools, practices and other work in schools, tutor-student teams take over a day of first-year junior children one day a week in schools for the last half of the summer term. Each team of about eight students and their tutor look after the whole work of the class using a thematic approach to cover the whole curriculum. Each student has the chance to lead a team in a curriculum area by providing all materials, planning the method, and indicating to the rest of the team what their task is to be. Each student takes responsibility for registration, dinner money, democratic to parents and working democratically with other teachers. In the manifold task of the teacher, the too, detailed planning, the too, detailed, and at the end of the day, the mounting and display of children's work, together with an evaluation of the day.

The potential of such work, for developing students' teaching skills and ability to work with others, should be manifest, and for demonstrating the educational value of a thematic approach which not all students had had opportunity to try earlier. For the tutors involved, it offers additional classroom experience to maintain practical teaching skills. However good we once were in the classroom, the passage of time blurs detail.

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REVIEW

Chamber of horrors

By Paddy Kitchen



A History of Women's Bodies.

By Edward Shorter.

Allen Lane £14.95. 0 7139 1581 1.

This section has opened an obstetric chamber of horrors, comments Professor Shorter on his chapter "Pain and Death in Childbirth". In fact virtually the whole book is a chamber of horrors: by the end of it, you feel you've been at close quarters with more brutal births, horrendous abortions, deformed pelvises, grossly infected uteri and disgusting folk traditions than several medieval midwives, Hieronymus Bosch and A J Cronin put together. I read every word until about half way, and then I deliberately skipped. I couldn't see why it was necessary for me to experience all this shocking detail: what the piling on of agony was going to tell me that selection and editing couldn't make clear.

The thesis of the book is that "ending physical victimization of women" while not the sexual cause of feminism is certainly "a precondition". As long as women had continual unplanned pregnancies, lack of knowledge about women's diseases, and were per-

petually exhausted, they could not view femininity as anything other than a basically negative concept. "A burden . . . which they carried in quiet resignation". Shorter is here talking about "the common people". "One reason other historians of women have gone wrong, he writes, is that, for lack of imagination, they have concentrated upon women in the upper 5 per cent of the population . . . The lives of women among the common people were entirely different. And this book is a first effort to reconstruct those lives."

But it reconstructs only the negative side of those lives. Which is not altogether surprising when one considers Shorter's ferocious sources: "I rely heavily upon doctors' accounts of what ailed their patients. Early in the nineteenth century various clinics began keeping systematic records of disease, and after 1850 there began an enormous flood of medical publication . . . The women themselves speak to us indirectly through proverbs, folksongs, popular health recipes, and magical rites . . . There are many other sources, too, so we shall not lose the average woman from our sights." I am afraid, however, that two-and-a-half pages on embryotomy (the destruction of the foetus in the womb by a mutilating operation done with hooks and scissors when the mother could not be delivered) makes one lose sight of most things for about the next ten pages - which happen to cover contracted pelvises, elderly mothers, haemorrhages, eclampsia and death.

I was pulled up rather short earlier, in a section headed "Did Women Enjoy Sex Before 1900?" in which he concluded "Traditional women were sexually cowed and emotionally brutalized by men", when he remarked, "Some bits of evidence, such as Emmanuel Le Roy Ladurie's study of a medieval French village, seem to go against my case." *Montaigne* (a pretty considerable "bit" as bits go), because it is an all-round reconstruction and not a thesis, both supports and denies Professor Shorter's case. Wife-beating was common there, and Ladurie notes a man who said, "The soul of a woman and the soul of a sow are one and the same thing - in other words, not much"; but alongside that, there were women who married for love, and women who enjoyed passionate affairs. The unremitting clinical dark of *A History of Women's Bodies*

makes it difficult to imagine an "average woman" ever being able to take pleasure from a fine day, never mind fall for a handsome face.

It is not that I disagree that advances in medical knowledge and practice were not essential to the development and energy of the women's movement, but I feel that this argument has been tacked on, fore and aft, to what is an historical account of the recorded facts of birth and women's diseases, mainly in France and Germany before this century, and Britain and the United States thereafter. As such a record, it is knowledge that must be sifted and published, and Shorter has presented it forcefully and coherently; but it remains a medical history. I think the author is partly aware of this, for he occasionally apologizes to an imaginary general reader: "For completeness, let me conclude this rather dull chronicle . . ." (actually a rather interesting account of the regulation of midwives before the nineteenth century), or "I know that by now the reader is weary of childbirth complications". If he were really pursuing the connexion with the rise of the women's movement, then I feel the case histories would be compacted, and other themes considered - such as the parallel emergence of psychology alongside modern medicine.

One of his reasons for demonstrating so thoroughly the sufferings of earlier women, is to counterbalance recent complaints about the over-monitoring of childbirth in hospital. He sees the thirties as a turning point when women lost the chance of "control" in the birth process. On the whole they had welcomed the trend both for first babies to be born in hospital and the use of anaesthetics, and if medical knowledge of the foetus had not become so advanced they would have been able to exercise increasing choice during a delivery. But now the emphasis is so much on the technical monitoring of the condition of the unborn child, those choices have once more disappeared, leading, so Shorter believes, to "a romanticized and generally false picture of the typical birth in traditional times". I'm not convinced that anyone with a smattering of the social history and literature of the nineteenth century has a particularly romanticized view of "traditional" childbirth, but if they do, *A History of Women's Bodies* will certainly scotch it.

Some of the old practices described in the chapter on abortion are perhaps unwise for inclusion in a general book. Shorter says, "Then in the years 1880 to 1930 there was a major breakthrough, giving all women the possibility of reasonably safe abortions more or less at will. This new accessibility of abortion, I believe, helped lift from women's shoulders a major source of vulnerability: vulnerability to unwanted pregnancies." More or less at will? No, definitely not. And sex knowledge, self-knowledge, body knowledge, continues to be patchy; muddled and mysterious according to circumstance. Unwanted pregnancies still drive people to desperate measures.

Emergency committees appointed by the Heath government (which proclaimed five of the 12 states of emergency declared between 1920 and 1983). There is also a cautionary note on the difficulties in coping with the Pennine waterworkers' strike in early 1979. With Mrs Thatcher at one and the same time anxious both to keep the government out of labour disputes and to curb the power of the unions, the situation remains ambiguous down to the present time.

A book like this is inevitably a shade misleading because of its limited focus. Concentration on the use of emergency machinery somewhat obscures other aspects of union-government relations, such as Lloyd George's attempt to sustain the wartime consensus after 1919 and the close partnership between the Attlee government and the TUC hierarchy after 1945. But the main lines are clear enough. Successive governments have usually striven to avoid confrontation. The emergency apparatus has always been basically a low-profile, civil-service affair; with the army reluctant to intrude in industrial troubles, and the police in an ambivalent role. Until 1979, too, the involvement of the TUC in governmental processes has made the unions a force for lowering the industrial temperature. Emergency machinery has been usually honed in the breach rather than in the observance; jaw-jaw has been preferred to war-war throughout. May Mrs Thatcher, garlanded with the laurels of war in the distant south Atlantic, preserve this valuable tradition nearer home.

Jaw-jaw, not war-war

Kenneth O Morgan on a study of government strikebreaking

States of Emergency. British Government and Strikebreaking since 1919. By Keith Jeffery and Peter Hennessy. Routledge and Kegan Paul £14.95. 0 7100 9464 7.

Ever since the First World War, the threat of industrial confrontation between the elected government and an increasingly powerful trade union movement has been a major preoccupation of British political and industrial life. It is as omnipresent in the age of Arthur Scargill as it was of Bob Smilie, over 60 years ago. Indeed the range of workers involved in likely industrial emergencies in public services has steadily broadened, from obvious cases like the miners and railwaymen in 1919 down to the water workers at the present time. One vital aspect of this, the emergency strike-breaking arrangements devised by central government from the time of the 1920 Emergency Powers Act onwards, forms the theme of this lively and informative book, written jointly by an academic and a *Times* journalist. Based on the public records dating from 1919 and, apparently, confidential material from civil servants and others, it will be a useful aid to students of British social history, and an instructive compendium for future miserable citizens as they totter, shiver, and towards their oil-heaters or street stand-

of treps and of the police, and the loyalty of Labour-controlled local authorities - was the period of the Lloyd George coalition in 1918-22. The basis of all future emergency machinery was the Supply and Transport Organization set up after the national rail strike of September 1919. It was followed by the Emergency Powers Act which gave the government broad authority to act in times of a breakdown of essential public services. Less publicized was the administrative network of regional civil commissioners, directed from 1922 on by Sir John Anderson in the Home Office. On balance, the emergency structure created by Lloyd George seemed to survive the test of such extreme crises as two national miners' strikes and the threat of a general strike by the Triple Alliance at the time of "Black Friday". It proved sufficiently useful to be used, on occasion, by the first Labour government in 1924: indeed, the use of anti-union strike-breaking procedures of this type has been notably bipartisan.

The second key period was the 1926 general strike. The STC was much used then for organizing road transport and running electricity supply; special troops and civilian

volunteers were used, and troops employed for industrial functions. However, it seems that it was the moderation of the TUC - who refused to call out workers like the power engineers and oil tanker drivers - as much as the government's emergency arrangements that helped break the general strike.

The third, and most fascinating, phase was the revived, and vigorous, use of the 1920 Act by the Labour government under Attlee between 1946 and 1950. States of emergency were declared twice. In coping with unofficial dock strikes in 1948 and 1949, troops were used on several occasions, to frustrate the Southfield meat lorry drivers and others. On the whole, Labour ministers had few qualms about operating a system left them by their Tory predecessors. Even Aneurin Bevan was less hesitant a member of the Industrial Emergency Committee than this book implies.

The Labour government was backed up by trade union potentates such as Arthur Deakin, anxious to discipline the rank-and-file, and flush out the reds. Since 1951, the evidence is less complete, though this book gives interesting details on the regional

CHILDREN'S BOOKS

Sugar and spice

As children's books publishers from all over the world gather for the Bologna Book Fair, Geoffrey Marsh looks back at the early days of children's publishing in Britain

A survey of 400 years of juvenilia must inevitably reveal the many social and moral attitudes towards children which are part of the background of modern Western civilization. Before television, the book and the periodical were probably the most lasting influences on the lives of the literate. Eric Quayle's recent *Early Children's Books* (David and Charles £14.95) is described on the jacket as "A Collector's Guide", but this understatement does the author no service, for the book is much more than this. It is a well-researched, fascinating history of children's reading over the past four hundred years. It should be mandatory reading for all engaged in children's publishing and for librarians and indeed for anyone interested in British social history. And if you want to start collecting juvenilia you can choose your genre and learn from this book how to identify first editions and what titles to look for. That is - if you can afford it!

The distinction between "text" books and "children's" books was certainly blurred until William Maynor, the Vicar of Hurley, anticipated the coming of the non-text book with the publication in 1801 of his *English Spelling Book* on which was inscribed under the title, "With full and liberal allowance for schools". One wonders what discount was fixed for schools before the battle of Waterloo!

But the evidence from the title pages throughout the seventeenth and eighteenth centuries, and as far as the middle of the nineteenth century, shows that authors wrote their books for parents and children of the "better classes" where literacy had some chance of survival. Lady Eleanor Fenn's *Child's Grammar* of 1794 is expressly intended "to enable ladies who may not have attended to the subject themselves to instruct their children". The famous publishers of the eighteenth and early nineteenth centuries, the Newberrys, Carran, Marshall, Darton and others knew their market and their successes are recorded in the extraordinary life of many of their publications. The first Newbery edition of *The History of Little Goody Two Shoes*, probably written by Oliver Goldsmith, was published in 1765. The book continued to appear with different publishers until 1870. The theme of hard work and honestly overcoming poverty is typical of most stories. In chapter one of the 1766 edition of *Goody Two Shoes* the author's appeal to the reader's compassion is hardly restrained.

Little Margery's father - he was forced from his family and seized with a violent fever, in a place where Dr James's Powder was not to be had, and where he died miserably. Margery's poor mother survived the loss of her husband but a few days, and died of a broken heart, leaving Margery, and her little brother to the wide world; but, poor woman, it would have melted your heart to have seen how frequently she heaved up her head while she lay speechless, to survey with languishing looks her little orphans, as much as to say, "Do Tommy, Do Margery, come with me". They cried, poor things, and she sighed away her soul; and I hope she is happy.

If the reader had any doubts about the purpose of the story, the introductory verse on the title page made it clear that the path from rags to riches was open to all who followed the example of little Margery -

The means by which she acquired her learning and wisdom, in consequence thereof her Estate, set forth at large for the benefit of those Who from a state of rags and care And having shoes but half a pair Their fame and their fortune would fix And gallop in their coach and six.

Were children 200 years ago as wicked as children's authors of the period made out, if we are to judge from the warnings and moral tales that characterized their books? Or were the parents of the time just equipping themselves with moral ammunition to forestall trouble from their exuberant offspring? It was impossible to escape from bad boys, good boys, bad girls and good girls.

The Adventures of a Whipping Top was "illustrated with stories of many bad boys who themselves deserve



From War with the Devil, or the Young Man's Conflict with the Powers of Darkness (fifth impression, 1678).

whipping, and some good boys who deserve plum cakes." A novel idea was presented in *Scripture Characters by a Parent for his Children* (1820). The book is in two parts - "Good People" and "Bad People". The goodies start at one end and the reader turns the book upside down at the other end to start on the baddies.

The bad boy, we are suitably told, was in due course REFORMED. The *Curious Adventures of a Little White Mouse, or a Bad Boy changed in a very Comical Manner into a Good Boy* (1780) shows there is no lack of imaginative ideas for reforming recalcitrant ways. Tears were the universal sign of contrition, the more copious the more certain that remorse was genuine.

Poor Roger's tears trickled down his cheeks, like the rain from the eyes of his father's cart-ledge, fording away the dirt from his chin. (*The Adventures of a Whipping Top* (1790)). The fears that might have gripped young minds before the close of the eighteenth century was fully exploited by the terrible tales of the late that lay in store for erring youth. In 1760 there appeared *Youth's Warning Piece: Or, the Tragical History of George Barnwell, Who was Undone by a Struggle*. The title page lays it on pretty thickly - "showing how the evil effects of bad company with the untimely end

and execution of this deluded young man who was induced by an infamous Prostitute named Mary Millwood to rob his Master and MURDER HIS UNCLE". Capital letters were used to highlight the enormity of any misdeeds.

The obsession with the secular qualities of honesty and hard work was linked with a ceaseless pursuit of spiritual salvation. Early alphabet books were based on the catechism. For older readers there were moral questions to be solved. In *The War with the Devil or the Young Man's Conflict with the Powers of Darkness* (20th impression in 1735) rhyming couplets describe the Fire of London and ask if Hell's fury had ceased with the destruction of the city.

No, no, good sir, your pardon presume, Those Hell-enraged flames that did consume So fair a city in so short a space, Hell gave those flames commission down to raze Not London only, but every soul that hath

A heart resolved to maintain the Faith The illustration from the fifth impression of this book dated 1678 is reproduced on this page. Those who blame boarding schools for deviant sexual behaviour will no doubt find amusing support for their views in a book published in 1820 entitled *Juvenile Dialogues, or Recreations for School Boys during their Leisure Hours of Boarding School*. The author is aptly named Billy Merrythought.

One thing standing out clearly in any survey of children's books of the past is the professionalism of the publishers. They knew all the tricks and techniques known to publishers of a later age. Even if they had never encountered the phrase, they knew all about hard sell. They knew that alliteration in titles was good for sales. So we have *Nathaniel Numerals' Novel Notions of Acquiring a Knowledge of Numeration* (1817) and *Punctuation Personified, or Punning Made Easy* (1830). The author of the latter was a "Mr Stope". They discovered that aunts were popular stereotypes as tellers of stories and so we have many series of stories and information books with Aunt Anne, Aunt Fanny, Aunt Harriet, Aunt Louise, Aunt Pippin and Aunt Primrose. The range extended to grandmothers, cousins and sisters. Dear and Co to the middle of the nineteenth century had a very successful series entitled *Aunt Affable's Books for Children* and when this ran out of steam the clever publishers, as all clever publishers do, included the magic word NEW in the title of the next series: *Aunt Affable's New Books for Children*. Publishers knew that titles had to be explicit, hence the device of summary descriptions following the cordial conclusion. Or, the reader would not guess much from the title *The Hermit* (1777) until he went further - "Or the unparalleled sufferings and surprising adventures of Mr. Philip Quarrel, who was lately discovered by Mr. Dorrington, a Bristol merchant, upon an uninhabited island in the South Sea, where he has lived above fifty years, without any human assistance, still continues to reside, and will not come away".

Another interesting and changeless device is the frequent use of the adjective easy in the titles of instructional books. Modern educational publishers who report to series titles like *My First Easy* or *My First Simple* would be surprised to see how often this description has been used

over the past 200 years. Here is a list of titles appearing in the early nineteenth century - *Geography Made Familiar and Easy, The History of England in Easy Verse, Reading Made Most Easy, The Art of Rhetoric Made Easy*. And one enterprising publisher thought he would score off all competition with *The Newest Reading Made Completely Easy*. Some claims would hardly have passed the legal constraints of today such as *The Only Method to Make Reading Easy* (1839).

At the same time publishers realized that as well as enticing the parent or teacher with the prospect of easy learning, there was money to be made out of coating with sugar. Learning had to be fun. Soon after Queen Victoria's coronation there appeared texts with titles such as *The Book of Fun, Or Lough and Learn for Boys and Girls, The Comic History of England, The Comic Geography, The Comic Etiquette*. Dean and Son in 1855 published a *Merriment Series* with titles such as *Dame Deborah Dent and her Comic Donkeys, Or Funny Stories about Five Sisters*. For the very young, domestic animals, cats and dogs, birds, frogs and wildlife became the subject of story books. Mice rose to the top of the charts and never left that pre-eminence. One of Aunt Affable's New Books for Children was rather unappetizingly entitled *The Little Mouse that made itself a House in a Christmas Cake* (1850). Perhaps the most famous mouse book was Dorothy Kline's *The Life and Perambulations of a Mouse* which first appeared in 1783 and was many times reprinted until 1805.

Teachers interested in the history of early readers will find little to criticize in the pages of *Reading Exercises for the Use of Schools* as far as vocabulary and repetition are concerned. Longman's must have scored an early success with this in 1820! There are some interesting examples of pictures for letters of the alphabet which throw light on the attitudes and life of the time. In *The New Invented Horn Book* of 1770 most of the pictures are fairly traditional and would not be out of place today, but the illustration for R is Rod represented by what is unmistakably a birch, probably familiar enough in most classrooms of the time. Would this be the same instrument in "Spare the rod and spoil the child"? *The Universal Primer* of 1785 has W



For wherry and X for Xenophon. X and Z have always given trouble to compilers of alphabet books: X frequently appears for Xerxes and Z for Zachary. Was the verb learn correctly used for Xerxes and if so when did pedagogues start correcting pupils who spoke of "teacher learning me to write"? The author of *Little Mary and her Doll Jane* (1810) evidently was not aware of any departure from grammatical correctness in the lines - Mary next morning did proceed To learn her Dolly for to read.

Mary's brother meanwhile - went to sail his boat And lit on the water float. He too had his share of fun, Such as were fit for little boys. There is no sign of the dangers of sex stereotyping here. In those days boys were boys and girls were recognizably girls. Girls are excluded from the practical advice given in *The Infant's Library* (1800) on the subject of bows and arrows.



From Little Rhymes for Little Folks. (1823)

"This is a dangerous amusement and little boys should be very careful where they shoot the arrow." One would like to know more about the publishers themselves in particular, about the most important publisher of the eighteenth century, John Newbery. Quayle gives us an account of his life and his association with Oliver Goldsmith and other authors. Newbery's other business interest was patent medicines to which his son Francis devoted more and more time and rival publishers took over the market in children's books at the end of the eighteenth century. Dr James's Powder, quoted in *Goody Two Shoes*, was in fact one of the Newbery products.

Between 1700 and 1850 the moral and didactic purpose never relaxed until the growth of literacy in the latter half of the nineteenth century when publishers realized the enormous market for books: textbooks strictly for children's entertainment. Tastes varied and styles changed with the times. As Quayle points out, books aimed at special groups of young people began to appear and publishing houses gradually divided the market by concentrating on particular fields. The lengthy gaps between the few books deemed good enough for the annual Esther Glen Award (nine years; for instance, between John Smith's *The Adventures of Nimble*,

CHILDREN'S BOOKS

Waking the Sleeping Giant

Lygia Bojunga Nunes, winner of the Hans Andersen Award, on children's books in her native Brazil

Brazil's vast area, over three million square miles, provides a common boundaries with all but two of the 12 other countries in South America, and yet Brazil remained isolated from its neighbours to the west by the Cordillera chain (Andes), and those to the north by the Amazon jungle. We Brazilians lost contact with our neighbours - and with each other as well: until relatively recently we have been a small population scattered over an enormous territory. Within a great block of Spanish speaking countries we were the only ones speaking Portuguese: "isolation within an isolation", South America lost within the world, and Brazil lost within South America.

What effect did isolation have on our literature for young people? In the histories of Third World countries, many roads lead to a common centre: colonialism. The outlets provided by the Portuguese colonialists in Brazil led from east coast ports to Lisbon: raw materials flowed in, Books were not produced locally, they came from Portugal; Brazilian children fed their fantasies on the traditional fairy and folk tales from the North. I refer, of course, to the minority who had access to books; most children - not only in South America but in the whole of Latin America - had (and have) little opportunity to exercise their imagination through books, all their imaginative efforts being used in the complex task of surviving.

It was not until the thirties that an active national spirit came alive in the writing for children in Brazil. "Revolutionary" voices were raised demanding a type of literature which would portray our own reality to the new generations. Monteiro Lobato, one of the few (and best) writers for children, captured the real Brazil and was able to pass the image to young people. The majority of books from Portugal were not adapted for Brazil: "if Portuguese children can read them, why not Brazilian children?" a contention which ignores the divergence between what is increasingly becoming



Lygia Bojunga Nunes

a Brazilian language and Portuguese. Many foreign books for young people were badly translated: "Why pay a professional translator? It's only for children..." In the forties the North "visited" us yet again and made a mighty impact when the extraordinary imagination of Walt Disney, whose characters along with the heroes of the North American comics, took control of children's imagination throughout South America. Not even the towering Andes or vast Amazon jungle managed to isolate the children from the neighbouring Donald Duck, Superman, Tom, Jerry and Co. Ever since I was a child I've

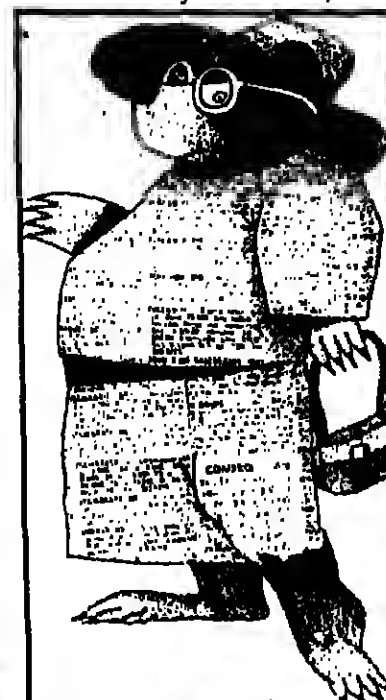
heard the much used expression: "Brazil, the sleeping Giant". Sometimes, tired of sleeping, the Giant awakes and shakes itself. During one of its shakes, in the sixties, highly motivated groups throughout the country joined together in an effort to encourage reading by young people. The National Foundation of Books for Young People (the Brazilian section of IBBY) played an important role in what became a movement for the promotion of children's literature. Some of the groups argued that literature for young people should be developed to what they considered was the optimum: it should be national, providing the children with their own reality, and the other half foreign, showing the life and conflicts of our neighbours in the world. Other groups argued against this approach: "The North pays little or no attention to our culture, why should we continue to consume their culture?" The debates rage in schools, universities, government departments, publishers - a healthy sign in a country where public opinion is not necessarily encouraged.

In 1972 the Government passed a law "recommending" that primary teachers nominate at least two books written by national authors to be read by students each term. The impact of this law in a country whose population exploded to 130 million and has a young majority, was extensive.

As the movement promoting reading by the young gathered pace, various generous prizes were awarded by the federal, state and municipal governments and by the private sectors (banks, industry), as incentives for authors and illustra-

tors to participate in the increased production of literature for young people. The concept that writing for children was somewhat demeaning began to fade, and an increasing number of established authors started writing novels for the young.

Book Fairs were introduced to the schools to enable children to become familiar with books, and to develop the habit of selecting what they feel like reading. Until 1975 there was only one bookshop in Brazil exclusively for children; there



A character from Os Colegas by Lygia Bojunga Nunes

are now fifteen. Literature for Young People has become part of the curriculum in many universities, and an increasing number of schools are developing their own libraries for children: authors are being solicited by schools to discuss their books, in what can be animated debates with the children.

In 1980, 680 national and 470 foreign children's titles were published in Brazil with an average print run of 15,000 for each book for the year. In the literary market, the sector publishing books for young people (excluding textbooks) has expanded more than any other in the past decade. Attracted by increased sales, many publishers who had previously ignored the "small world" now entered, and approximately 40 publishing companies are actively engaged in publishing literature for young people in Brazil. Successful books reach annual sales of 100,000 copies, and some authors of books for young people have sold a million copies, thereby fulfilling the long held dream of all authors - monning to survive solely from the sale of their books.

Books for young people published in Brazil are often extensively illustrated, but the rising cost of printing in colour is causing black and white illustrations to become the rule. Set against the "success story" of the development of literature for young people in Brazil are the economic and social problems which in South America tend to make "development" very relative. Who are the young people benefiting from the "success" - the cat wass at the bottom or only the few in the middle and at the top? Perhaps one day they will all be able to enjoy the delights of reading.

A world away

Neil Philip on a survey of New Zealand children's fiction

At Sea Change: 145 Years of New Zealand Junior Fiction. By Betty Gilderdale. Longman Paul, P.O. Box 4019 Auckland 1. 582 71775 2. \$24.95.

It is a two-page appendix to the 1971 edition of his *British Children's Books of the Twentieth Century*. Frank Eyre notes the paucity of home-grown children's books in New Zealand, and the surprising fact that many of the best were published by the official School Publications Branch of the Education Department. Pausing only to note the lengthy gaps between the few books deemed good enough for the annual Esther Glen Award (nine years; for instance, between John Smith's *The Adventures of Nimble*,

Rumble and Thumble in 1950 and Maurice N. Duggan's *Father Tom and the Water Boy* in 1959), Eyre concludes that, "No New Zealand children's book has yet achieved international sale, or become widely known overseas."

Margaret Mahy and Ruth Park have changed that, but New Zealand children's literature as a whole is still little known outside - and it would seem inside - its land of origin. Part of the purpose of Betty Gilderdale's witty and well-judged survey of "145 years of New Zealand Junior Fiction", *At Sea Change*, is to make contemporary New Zealand authors aware of what has gone before.

Har field of study is enviably compact - a complete bibliography of New Zealand children's fiction up to 1978 occupies less than thirty pages - and she deals with it thoroughly and sensibly, approaching the books chronologically by genre. She makes no great claims for their literary worth, and rightly concentrates on content and context rather than abstract questions of style. Nevertheless, she makes it clear which are the major achievements. William Satchell's *The Greenstone Door* (1914) is examined in detail, and related to two later outstanding books which also climax at the battle of Orakau: Ronald Syme's *Gipsy Midge* (1954) and R. L. Bacon's *Agatha the Bugles Blow* (1973). Margaret Mahy is given the most sustained attention, and praised for her "humour" and "vitality of language": qualities absent from most New Zealand fantasy writing. To

Betty Gilderdale the most distinctive quality of her writing is its lack of moralizing intent, in contrast to the didacticism which dominates so many of the books surveyed. In general, Betty Gilderdale, who lectures in English at Auckland Teachers' College, keeps to her small canvas, though she looks outside if necessary, noting, for instance, the overpowering influence on Jane Ryan's *The Glass Fragment* (1976) of Alan Garner's *Elder*. She leaves us eager to know more about some writers - for instance the prolific Edith Howes, whose early two fairy books were replaced by adventures such as *The Golden Forest* (1930), in which a young man pays for having "wasted his youth" by being "depleted his vitality" with a fatal venereal disease - and happy

to remain ignorant of others, for instance Joyce Taylor. Taylor's *Diary of a Three-Year-Old* (1947), Betty Gilderdale acerbically writes, is "the imagined diary of a three-year-old child who intersperses phrases like 'evidently this was wrong' with 'Mummy is in hospital'. Why Mummy is in hospital is never explained, nor does she ever return, and the songs and music at the back have a final inexplicable note from the author which says, 'I cannot stress too deeply the value of paper folding.'"

Though this is ground-clearing work with limited aims, it makes a significant addition to our knowledge of the development of a neglected branch of English language children's literature.

Neil Philip

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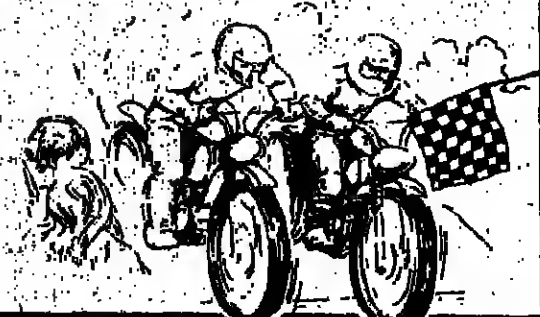
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BOOKS

A flying start

A Reader's Guide to 50 Modern British Plays. By Benedict Nightingale. Heinemann Educational £9.50. Pan Literature Guides £2.95.

Name the twentieth-century British playwrights who are being judged here:

1. "His achievement is to have kept the theatre alive and thinking at times when it was threatening to expire of frivolity, smugness and commercialism."

2. "His sophistication, powers of analysis, and sheer intellectual trenchancy make almost every other dramatist on the Left look anachronistic by comparison."

3. "His recent work represents the triumph of vague feeling over hard thought, impression over fact, notions over ideas, paranoia over anger, prejudice over conviction, and perhaps clutter over art."

These are Benedict Nightingale's verdicts on, respectively, J.B. Priestley, Trevor Griffiths, and John Osborne - which gives you some idea of the qualities of this book. It is provocative (not idly, but cogently and constructively), equally convinc-

ing over the whole span from 1900 to the present day, and extremely well written. It is a sound academic guide, but has a vitality and insight in appreciation that give the clue to its author's credentials as theatre critic of *The New Statesman* for the last 15 years.

The essays (five to eight pages long) summarizing and commenting on each chosen play are introduced by general pieces on the playwright that include detailed remarks on all his other important plays. This double-essay format permits coverage of more authors - 34 in all - by limiting most to one play, though Shaw gets five, Beckett and Pinter three apiece, and Wesker the whole of the *Roots* trilogy. So there is room for D.H. Lawrence, Joyce (for *Exiles*), R.C. Sheriff, David Storey, and even Ben Travers.

The survey thus has breadth as well as depth - so much breadth that its confinement to British drama begins to seem quite arbitrary. Since Synge, O'Casey, Bridie and Osborne - which gives you some idea of the qualities of this book. It is provocative (not idly, but cogently and constructively), equally convinc-

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Anthony Masters

Variations

Language for Life. By Richard Coates, Harold Rosen and Carol Sanders. Edited by Trevor Pateman. University of Sussex Education Area Occasional Paper 10. £2.25. 905-114 018.

The four papers in this volume originated as contributions to an open lecture series organized by the University of Sussex in the autumn of 1981. If they have a common starting point, it is a critique of Bernstein founded on the view of Britain as a country which is "linguistically diverse, fragmented and conflict-ridden", rather than neatly divided between users of elaborated and restricted codes. All three contributors thus share a non-prescriptive approach to language and a desire to see educationists made more aware of linguistic diversity and more prepared to value "unstandard" usage in speech and writing.

Apart from this, however, what the writers actually have to say is as imprecise as the grandiose title. Trevor Pateman has chosen for these pages of their work. There is much heating about the bush, issues spring up like gnose in a minor and shifts are first off in every direction. The exception is Richard Coates' essay, which takes the question "How Standard is Standard?" and supports its answer ("not all that standard") with some firm evidence of variations in accepted pronunciation and usage, and hints at the motivation behind the adoption of particular speech forms and strategies. With this, at least, one can agree.

Robin Be

The Dyos book

Metropolitan London: Politics and Urban Change 1837-1981. By Ken Young and Patricia Gasdies. Edward Arnold £25.00. 0 7131 6331 3.

It is very seldom that a book about local government can be read for sheer pleasure, and that is the measure of the achievement of these authors. We learn from their introduction that it was a long time in the writing and that all concerned used to speak of it as "the Dyos book" since they were puzzled into writing it by the late professor H.J. Dyos, who did so much to enhance the way we see the urban environment and the forces that have shaped it.

Since London, during a large part of the period under discussion, was "the world's greatest city", its administration is bound to be of interest, and since it was also the home of central government which had the power to create and alter its political institutions, conflicts of interest and philosophy were bound to arise, and all through this history we see the efforts of government to play off against each other the metropolitan boards and the vestries, the London County Council and the metropolitan boroughs, the Greater London

Colin War

Blunt tool

The Palaeolithic Age. By John Wymer. Croom Helm £16.95 07099 2710 X.

One short step, beyond cave-men and mammoths and the old stone age, or palaeolithic, becomes intriguingly technical and dehumanized. It all turns into the study of superficially similar stone tools, with difficult names like Acheulian or Mousterian. This is largely a matter of bad packaging and phibic relations. The emergence of man as tool-maker until the point at which

he abandoned the nomadic hunter life style and settled down to farming (the mesolithic) should be seen as the most important and fascinating parts of history.

Given the shortcomings of the available evidence, modern archaeological books go a long way to present this period in a more digestible form. John Wymer's work, though a serious scholarly summary, is nevertheless marred by an ordinary reader's propensity to skip some of the more tedious sections.

Philip Ven

Information & Advice

Checklist

There must be many a teacher who has conceived an educational visit in a fit of New Year vision or armchair enthusiasm, only to find that the successful translation of idea into reality depends on organizational and administrative skills of the highest order, and remembering to buy fizzy drinks on the bus.

A booklet, prepared by the Essex Advisory Service, helps teachers, and particularly those who are new to the game, through the planning of an educational visit. Three main sections, dealing with day visits, residential field visits and school journeys abroad. Checklists are provided covering the early planning stages and the countdown to the visit itself.

The areas covered include communication with colleagues and parents, the organization of transport, financial arrangements and instructions to pupils about expected behaviour. Legal and medical considerations are pointed out, and those who have not taken children abroad before will find that the section on foreign visits gives a useful framework for their planning. The county's insurance scheme for educational visits is outlined, and though of particular account interest, it provides some useful guidelines.

The booklet does not discuss the aims and purposes of educational visits, though it makes clear that these should be carefully considered from the start. It simply provides organizational route-markers for the forgetful and those who do not know where to start.

Obtainable from Essex Urban Education Centre, Londonsdown Road, Tisbury RM18 7QB.

Joy Richardson



Theatre in Education at Wimpole Hall. See "Better than books" Page 44 and 45

Bringing 'em back alive

By Dennis Carter

The summer term will soon be here, and, in the primary school, the season of trips and educational tours. Many teachers will be wondering where to take their children and two divergent traditions may well be at work in the backs of their minds. One will be that of the Victorian village school outing, in which a dozen or so poor children climb ash on to the farmer's haycock and ride off to the local beauty spot in the care of a stern lady in a voluminous dress. This tradition will be saying that the trip should be a holiday, a picnic, a way of giving the children a good time like Christmas parties.

The other, more recent, tradition will be that of the well organized school journey, which is planned down to the last detail, the utterly foolproof venture, a sort of long-term class lesson in which the place visited provides the blackboard to illustrate the teacher's well-rehearsed instruction. This tradition will insist on a strong work ethic and strict discipline.

Many teachers will be unable to reconcile such polarities of thought and might have uneasy feelings throughout the exercise. Some may even feel the need to justify their vague feelings of guilt. Thirteen weeks of statutory holidays a year

would seem to demand in less of them! One head I know spoke to the assembled children on this very matter. Under stress from his critics he justified the day at Alton Towers thus: "It is a geography lesson because of the journey there. It is a history lesson because of the castle there. It is a maths lesson because of the money you will spend there." This absurd analysis was the source of great hilarity among the teachers, but was hardly guaranteed to placate anxious parents.

Others will be so breathlessly keen to ensure that the children acquire the facts that they will arm them to the teeth with questionnaires, booklets and instructions so that even the most colourless experiences may turn quickly grey. While this is not as bad as the widespread practice of releasing hordes of children then retreating for a quiet smoke, it is still bad practice.

Recently, at the Liverpool museum, I was watching different parties of children approaching the exhibits. One class, whose teacher was well to the rear of the party, carried single sheet questionnaires. Like woodspites they darted up in each glass case, looked briefly, ticked a box and darted away again. For five or ten minutes the African room was filled with these darting, ticking woodspites.

Another class, with more sophisticated questionnaires and more teachers, wandered laboriously through the transport section like a traffic jam. The bright-eyed ones at the front asked questions and sought permission to make sketches in the boxes provided. Those in the middle followed suit, while those at the back looked increasingly dismayed, hardly daring to enjoy the old trams and fire engines for fear of being left with empty boxes at the end of the day.

Several parties of younger children trailed through the Egyptian room like geese following Konrad Lorenz. Their teachers kept making statements to anybody who was prepared to listen. The children, for their part, were turning around and around and were perpetually being moved forward. They said things too, but nobody seemed prepared to listen.

The most productive class of children was also the one which seemed to be enjoying itself. The children were actually doing things. Some were making quite detailed drawings of outstanding exhibits. Others copied hieroglyphs off Egyptian coffins. Some were writing down lists of primitive gods with sketches and others wrote their impressions in short pieces of prose or poetry. These children were engaged in

Information & Advice

Right approach

Deconvex by David Sanderson and Antony Peck of the Language Materials Development Unit, University of York, is a brief and lively book for the 11-13 age range, aimed at encouraging pupils to approach French people on the streets or in shops and ask them questions about their shopping, hobbies, homes, holidays, and working day. If the pupils can overcome the very understandable shyness they may feel at such a prospect, they should achieve a much greater degree of fluency and confidence; French people, while notoriously impatient with foreigners who do not speak the language, are in general mollified by a genuine effort to do so.

Although the book has been compiled in a university department, the idea first came from a group of Yorkshire teachers, who felt the need of a more definite framework when taking parties of schoolchildren over to France.

The general principle around which each chapter is organized is that the class should make themselves familiar with the relevant vocabulary and phrases before crossing the Channel, conduct their surveys, record the results and extrapolate from them when they return. Within this structure, the teacher is obviously free to add whatever, for example, the section "Au Travail!" is about the working day rather than work itself, but a teacher could incorporate vocabulary about various jobs and professions.

This book, which could help schoolchildren to get a lot more out of a visit to France, is available from the Language Materials Development Unit at the University of York, and costs 11p.

Caroline Mendham

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EXTRA

Bringing 'em back alive

continued

not let up till lunchtime and vindicated that ancient Chinese proverb: "I hear, and I forget. I see, and I remember. I do, and I understand", which was widely quoted in the creative sixties and almost forgotten in these "evaluating eighties".

So how should the teachers approach the planning of trips this summer term? It seems to me that the jolly jaunt needs to become something more and the foolproof venture something less. Teachers might ask themselves why they want to take their children out of school at all. If the answer is that more will be learned, for longer, more deeply and more effectively then they should start taking their children out of school more often. This means throughout the year into the locality, not only annually to exotic places.

We should provide concrete experiences for our children right through their days at school and develop such skills as are necessary to enable them to engage at deeper levels with experience. This means developing talking skills as well as listening, drawing and chur-

making alongside writing. It means encouraging children to approach phenomena in their own ways, but well-taught ways, allowing them to make choices and pursue individual lines of thought.

The questionnaire is the very death of individual response on a school visit. Children need paper and booklets which are not cluttered with a teacher's or education officer's preconceptions. They need charcoals, pastels and softlead pencils as well as pens. They also need invitations rather than demands from well-informed teachers, who can give the right advice or information at the opportune time.

Back in school, support materials such as hooks, leaflets, posters, films, filmstrips and slides will be useful adjuncts of the experiences. Invaluable, too, will be time to think, talk and generalize about the particular. The thing least required is a hectic morning of further demands with follow-up work crammed between English and maths that gives the trip the final kiss of death so that it is almost forgotten by the summer holidays.

Dennis Carter is head teacher of Tufessat Junior School, Shotton, Chwyd.



School parties make up a substantial portion of visitors to the viewing gallery at the Stock Exchange

Looking down on the floor

By Susan Thomas

From the discreet and plush twilight of the viewing gallery, the brightly lit trading floor of the Stock Exchange resembles nothing so much as a vast and expensive aquarium. Stocked with sturdy jobbers who guard the territory in front of the hexagonal pitches, darting out to mouth at the pin-striped honest brokers as they drift through the *metes*, lively young blue buttons, the occasional port-hatted traditionalist and the increasingly common peacock coloured lady

member. You almost expect to see bubbles rising to the ceiling.

The guides supply these in a commentary littered with thoughts: "At busy times there may be 1,500 people on the floor... each day around £240,000,000 of business is transacted officially listed stocks and shares." If it all seems a bit unreal, it's an impressive introduction to the City.

Since 1973 when the new Stock Exchange was opened complete with loudspeakers, women members, a cinema and exhibition space, around five million people have strolled through the viewing gallery - a good proportion of them school parties. Those who book, and any group larger than 10 is advised to do so, have a chance to see the very good introductory film, *My Word is my Bond*, before the guided view of the trading floor. They also reap the benefit of the resources supplied by the Stock Exchange.

If the schools are trying to rear a nation of technically literate and financially informed school children, the Stock Exchange for one is delighted. Whether we realize it or not, says Nicholas Goodison, Chairman of the Stock Exchange, most of us save through banks, pension funds, insurance or building societies, and much of this money finds its way to the Stock Exchange.

So the public affairs department produces books, pamphlets, wall charts and films, all freely available to schools, and offers advice, a certain involvement with financial games and a lecture service. How then, to get the best out of it?

The trading floor tends to be busiest early in the morning and just before the 3.30 closing, while the lunch hour is a relatively slack period. It is, however, quite unpredictable. The Stock Exchange is a barometer of world events - the level of activity mirrors national and international concerns. Those schools which earlier this month made a combined visit to the House and the Stock Exchange, saw only too clearly the close relationship between the Falklands crisis and the Market. While press and tourists flocked to Downing Street to hear the latest statement, there was a significant lull on the floor - once the PM had spoken, there was a rush to sell.

The Stock Exchange is keen to be approachable. In the past it has been reactive rather than innovative in the matter of public affairs - now there is a positive rash of new resources for schools. To supplement the existing *My Word is my Bond* for middle schools and the Stock Exchange's own booklet for A levels (both of which introduce the pupils to the

history, economics and dealings of the exchange), a new book aimed at CSE students is currently being written by Richard Brierty, a teacher at Forest Hill Comprehensive School.

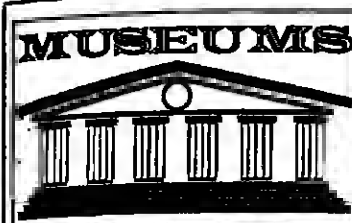
He is also responsible for the new questionnaires. The first, *A City Trail*, is a response to those teachers who ask what the day might usefully look at in the neighbourhood. "We have to recognize," says Colin Symonds, the man responsible for educational affairs, "that a visit to the Stock Exchange is only going to take around 40 minutes. The Schools clearly know about St Paul's and the Museum in London. We felt that we should offer them something which looks at the essential City."

So the walk-round questionnaire takes in the Bank of England, the new Natwest Building, the Metal and Bullion Exchanges - all obvious centres of financial interest, as well as the site of the coffee houses where the early speculators bought their shares and... and this is very popular with everyone. Leadenhall Street market. After all the Stock Exchange is only a market place, dealing in a particular commodity. A walk up and down the street and the helps to make the point that by shopping around you, get the best bargains at the time.

There are on-the-spot, questionnaire to be filled in with the help of the guides; wall charts and pamphlets on the flow and why of the Stock Exchange, on the Settlement of Business and Careers Opportunity. The film *My Word is my Bond* is constantly available, free, from Child Sound and Vision Ltd, Woodstock House, Oundle Road, Peterborough, or from CFM film library, Pottery Lane, Holland Park, London W11. Soon it and the more advanced film, *The Gill-edged Market*, and *A Market Lives* will all be available on videotape, direct from the Stock Exchange, Threadneedle Street, London, EC2N 1HP.

Schools are encouraged to contact their nearest Exchange (Birmingham, Dublin, Glasgow or Manchester) for viewing facilities and guest speakers. The London end also gives encouragement and advice to schools playing business games. But, says Colin Symonds, they prefer to see people writing company reports or looking at production problems rather than concentrating exclusively on the glamorous, speculative aspects of business.

The Stock Exchange is not all that it seems. It is a museum, rather than a shop, of a vast financial system, singular and strangely attractive. A good introduction to a solid core of economics and commerce.



Narrow boats

Stepping carefully across the black wooden lock gates, I passed the gaily painted narrow-boats nudging each other in the water beyond. It was an appropriate introduction to the Boat Museum at Ellesmere Port.

In the authentic surroundings of the old dock complex, designed by Thomas Telford during the industrial revolution in the early nineteenth century, historic canal boats, the largest collection in Europe, are afloat in the canal basin where the Shropshire Union joins its massive companion, the Manchester Ship Canal.

In its large red brick exhibition centre, originally a grain warehouse, the story of Britain's canal system is told with models, drawings, photographs and artifacts. The centerpiece is one of the most famous narrow boats of all, the *Friendship*, worked by Joe and Rose Skinner who carried coal from the East Midlands to depots along the Oxford Canal for 30 years until they retired in 1959. After that, they continued to live in it for a further 15 years.

The setting and variety of the Boat Museum are impressive by any standard, though a visit to it needs careful pre-planning and supervision. With locks and wharves, several branches of canal and an assortment of eighteenth and nineteenth-century industrial buildings to explore, the scope of what to see is very wide - and so is the possibility of unscheduled incidents like pupils getting lost or even falling in the water!

The idea for the museum grew

from the boat collection which was built up by a group of canal enthusiasts. In 1970, they formed the North Western Museum of Inland Navigation Trust and with local and county authority backing acquired the derelict docks.

Now under the watchful eye of Tony Hirst, its director the decaying buildings are gradually being restored and the docks repaired. In all, £4m is being spent, including substantial grants from the Department of Environment. In addition, voluntary manual support is being given by the local community, particularly schools and youth organizations.

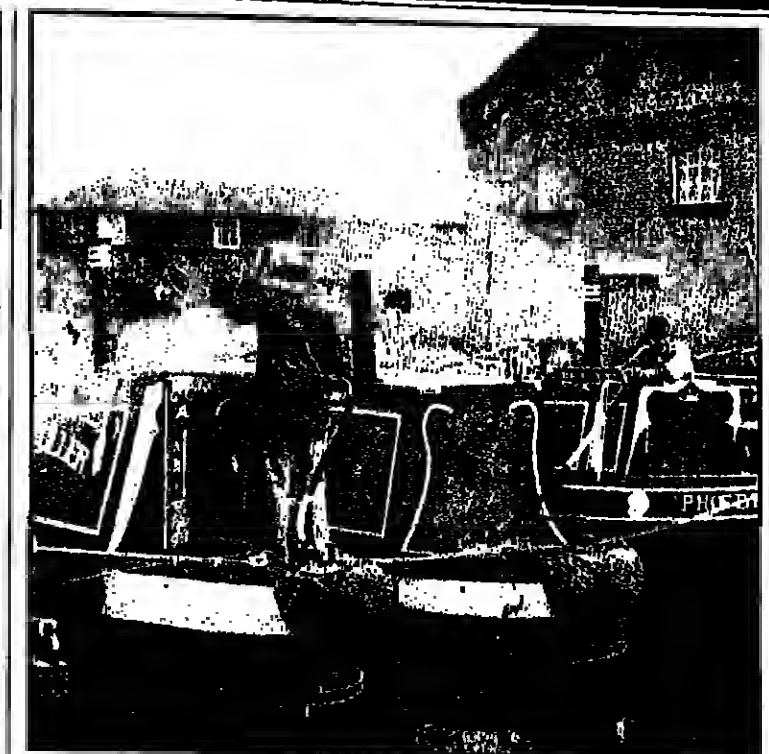
The boats are also being restored. At most times visitors can see craftsmen using traditional boat-building techniques at work in the dry docks. Chosen to represent different stages of canal boat development, there

are early wooden ones like the *Starvation* (so-called because the hull's ribs are exposed), iron-hulled coal carriers, ice-breakers and tugs. Inside one of their tiny cabins, brightly decorated with the traditional roses and castles, it is hard to imagine how an entire family used to live in such cramped surroundings.

Since the site is constantly developing, new displays are being added all the time. At Easter the old pattern shop is opening, with an exhibition on the history of Ellesmere Port. Another new exhibition is on energy conservation related to water transport.

The huge steam engines in the pump and boiler house which provided hydraulic power for the dock are put into steam once a month on Sundays. There will be a grand

EXTRA



1843-style re-opening of the Lower Dock later in the year.

School visits to the museum, booked in advance, with a guide provided, take about two hours (children 55p); additionally they can include a 1½ hour trip on a narrowboat along the Shropshire Union (children 40p or the boat, which carries 50, can be chartered for three hours - £80).

Useful prior to a visit is the primary information pack (£3.50) which includes two illustrated guides, photographs and cut-outs; a secondary pack will be available by Easter. The Museum's extensive archives can be used by appointment and there are two classrooms. Further details from the Boat Museum, Dockyard Road, Ellesmere Port, South Wirral. Tel: 051-355 1876.

Gillian Thomas

Anglo-Saxons at Jarrow

In AD 681 monks from Monkwearmouth founded a new monastery at Jarrow. Much of the evidence of their work has now been excavated and seen by thousands of schoolchildren each year as they visit St Paul's Church and the Bede Monastery Museum at Jarrow Hall.

A quarter-mile east of the Tyne Tunnel, St Paul's Church was sacked by both the Danes and William the Conqueror. It survived monastery suppression in 1537 until severe deterioration 200 years later until George Gilbert Scott repaired its beautiful Saxon chancel and Norman Tower and added the present nave. Its most recent huddle was against those who wanted to declare it redundant 15 years ago after 1930s unemployment and postwar slum clearance removed much of its immediate population. Now this lovely stone-faced church is a centre for pilgrimage and education, as well as containing the oldest piece

of stained glass in Europe. Jarrow Hall, 300 yards away, across a usefully situated picnic and playground area, is an arts and exhibition centre which has won several recent awards. Its museum includes a scale model of Bede's monastery and a life-sized reproduction of one of Jarrow's manuscripts, the "Codex Amiatinus".



Church and museum form an excellent centre for studying Anglo-Saxon life. Both provide worksheets if schools request them, and trained teachers are responsible for guided tours. The museum also includes a slide loan service and teachers' notes and can show slides on site or arrange preliminary and follow-up visits. Regular courses are held for teachers on the educational possibilities of the museum.

Prior booking is essential. Please contact either: Education Department, Jarrow Hall, Church Bk., Jarrow. Tel. 892186 or The Rev Martin Saunders, tel 897402.

Nigel Richardson

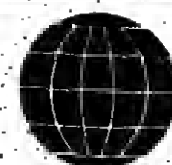
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Information & Advice

Getting ideas

Teachers can get ideas for their school visits at workshops which are now organized by several tourist boards in England with local museums, historic houses and other attractions. Details of forthcoming ones are:

March 5: at Blackpool Tower; by

the North West Tourist Board, The Last Dnp Village, Bromley Cross, Bolton, Lancs.

March 12: the Boat Museum, Ellesmere Port; North West Board (as above), Hagley Hall (11 miles west of Birmingham); Heart of England Tourist Board, PO Box 155 Worcester; University of Sussex, Brighton; South East England Tourist Board, Cheviot House, 4-6 Monson Road, Tunbridge Wells, Kent.

March 22: The Crest Hotel, Eastleigh; Southern Tourist Board, Town Hall Centre, Leigh Road, Eastleigh, Hants.

April 7: Duxford Airfield, near Cambridge; East Anglia Tourist Board, 14 Museum Street, Ipswich, Suffolk.

Gillian Thomas

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EXTRA

Ten years of adventure

By Roy Blatchford

This April sees the tenth anniversary of Butlins School Venture Weeks, an imaginative enterprise which is largely the story of one person's vision of how one of the country's great leisure industries could turn itself, part-time, into an educational support service.

Paul Winterforde-Young – still very much at the centre of Butlins operations today – once worked in the heart of inner-city Birmingham, running weekend large-trips along the canals for "reluctant adolescents". In the 1950s he moved to the East End to become a driving force in the London Federation of Boys' Clubs. It was there that he came to meet another visionary, a man whose attachment to the Boys' Club movement was matched only by his zest for running a vast holidaying empire – Billy Butlin.

Winterforde-Young became Butlin's personal friend and aide and lost no time in drawing attention to the fact that the enormous holiday centres, with their large staffs and splendid facilities, had 30 or so "lost weeks" each year when they were empty of paying customers. His solution was a simple one: make them available to parties of schoolchildren. Billy Butlin would have none of it, an attitude readily shared then by the majority of his centre managers.

In 1968 however, when Billy Butlin retired, Winterforde-Young moved back to his native Devon and set about mounting a campaign within the company to open up the centres for educational purposes. At the same time various educational bodies, including the Central Coun-



cil for Physical Education, were actively discussing the need to provide more residential experiences for young people, with particular emphasis on primary schoolchildren. As Winterforde-Young recalls: "Consideration was also being given to the desirability of finding people to widen the horizons of the average school journey."

Working from the Minehead Centre, he fortuitously discovered that tutors of teacher training courses at neighbouring St Luke's College, Exeter, were looking for practical ways to extend the teaching practice of



their students. Furthermore, the Ministry of Defence was also keen to create opportunities for the professional soldiers who staffed the Army Youth Teams to give their expert services to children and teachers as a public relations exercise.

Within such a favourable climate, experiments began in 1972 with groups of city children coming with teachers to spend a week at the Minehead Centre. By 1973 the word had spread and during five separate weeks the centre welcomed more than 8,500 children and adults. The following year Butlins made available another centre at Barry Island. By 1979, five centres were in operation for upwards of five weeks apiece; in 1981, more than 35,000 children and their teachers spent an Easter school journey at a Butlins centre.

The booklet for group leaders has been extensively revised and updated over the years but its outline of what Butlins see as the formative



aims of the adventure weeks remains much as it was first constituted: that children are encouraged in creative pursuits, field studies, expeditions and recreational skills both indoors and outdoors; that children have the opportunity to live and work together as a purposeful community with teachers, students and experts in many fields; and that adults involved with children can gain in-service training under "exceptionally constructive conditions".

The emphasis is on a tightly structured programme of activities, whether archery, trampolining, or basket-making on-site, or beach-combing, orienteering and farm-visiting off-site. And at the end of a physically demanding day the children are entertained with films, discos, roller-skating and the like. Living quarters are the Butlins chalets: medical facilities are excellent and the safety of the children is always assured. Briefing meetings each evening for teachers ensure the smooth running of all the activities, while the mass dining halls are models of zippy, no-nonsense service.

The package Butlins offer is almost unbeatable value at around £40 this year; a fair measure of the value-for-money teachers and children feel they are getting is that repeat annual bookings from schools average 78 per cent, a percentage few tour operators could rival. There have, of course, been various criticisms levelled at Butlins management over the years. One of the perennial problems has been the untidy spread of age-ranges at a centre at any one time, and Butlins have endeavoured – not always with success – to separate various age-groups, week by week, centre by centre.

Children of 12 or 14 upwards may also come to feel that the level of tuition they receive from some of the support staff is not up to a standard they might expect, though this has improved year by year. The continuing parental anxiety about whether there is always adequate adult supervision has been recognized – albeit rather belatedly – this year by the allocation of one free adult place for every 10 children, an innovation which will clearly assist in the smoother running of the adventure weeks.

One of the great attractions of all the major centres now open at Easter is the splendid hinterland each enjoys: Minehead, with the Exmoor Park a stone's throw away; Barry Island, with Cardiff and the Welsh mountains within easy drive; Bognor Regis, with Chichester and the South Downs close by; Pwllheli, the Snowdonia National Park right on its doorstep. The off-site facilities for each centre thus ensure parties have a wealth of choice for day-trips, and with more and more teacher knowledge of the various sites some excellent teaching materials have been developed for children to use.

Such has been the expansion of the School Venture Weeks that Winterforde-Young and his staff have turned their attention to other sites and new initiatives. In 1983 15 centres will be open for schoolchildren; these include the Grand Hotel at Llandudno; two housing centres – the Norfolk Broads and the River



Thames; and four independent centres, so-called because they offer less of a tightly structured programme than can be found at the main centres and a greater degree of independence for schools to pursue off-site field-work and initiatives of their own.

The Grand Hotel at Llandudno sees the advent this month of yet another "first" for the Butlins School Venture team. Traditionally, the weeks have been aimed at 8 to 14-year-olds, but in response to calls from many local education authorities, schools and colleges in search of residential experience for 18 and 19-year-olds (one can think at once of the part Butlins could potentially play within the latest MSC proposals and City and Guilds-type courses), they have assembled a programme of skills, service, activities and expeditions that should prove an attractive and motivating package. For the future it is envisaged that there will be a further "opening up" of the many leisure parks, caravan sites, marinas and holiday centres under the management of the Butlins group. In 1983, as part of the fast-developing Euroregion scheme, more than 2,500 children will be coming to the centres from France, while at the same time the Royal Society of Arts for an "Education For Capability" scheme to be run as an integral part of that Venture Weeks.

Winterforde-Young is clear in his own mind of the purpose of what he is doing: "Our formula for the success of every community created at a centre is to ensure that everyone is absolutely clear why they are there, united in wanting to achieve the objective, helped to feel they are wanted, and free to contribute in their own way." The story of the past 10 years has been one of successive and enlightened achievement, a happy realization of a mission which surely has its missionary roots among the boys' clubs of the East End.

For further details contact School Venture Weeks, Marketing Dept, Rank Hotels and Holidays Division, 441 Oxford Street, London W1A 1BB.

EXTRA

Monuments to industry

By Dudley Wilson

Mention Lancashire and one comes the inevitable "cradle of the Industrial Revolution" tag. Looking at today's blackened ruins it must have been a birth accompanied by fire and brimstone, producing a monster over which Pentecost witches cackled gleefully. Brick factories, barracks of houses and slag piles ribboned up the valleys belching smoke which singed the already black surrounding moors.

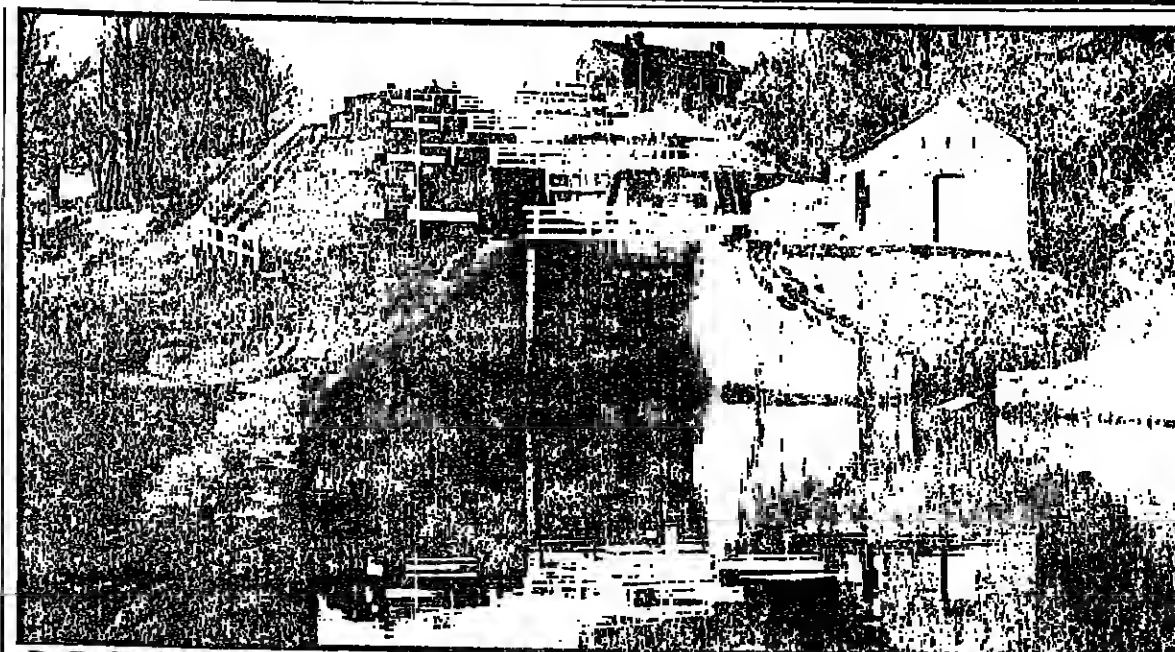
Lancashire later caught the burning on the widening ruin in a welter of decline, decay and redevelopment. Preservation of this heritage, often grim monuments of devastation, has come only belatedly. More familiar are the lunging death throes of a factory chimney or eruption into rubble of the mill. It is right that this region which played a unique role in social history with the first cities and towns devoted to industrial production by mechanical means should be proud of its achievements. The wheel, cog and gear enforced different rhythms on the life itself just as microchips do today. Schools, colleges and families are right to visit such examples as remain of rampant materialism and to celebrate those builders, engineers, designers and workers who created a brave new world.

Where to begin in such a dense, confusing and often unimpressive scene? There is always the wonders of the world approach. Burnley Embankment, for instance on the Leeds-Liverpool Canal built between 1796 and 1801, is impressive still, three quarters of a mile long. The town's 15-arch railway viaduct, no match for Stockport's perhaps, is a worthy companion. What about Talbot Mill, Chorley, which when built in 1908 was the largest of its kind in the world with statistics to prove it – 3½ million bricks, occupying a site of 17,000 acres and costing £100,000. It housed 1,700 looms with 140,000 spindles. At Gorse Street in Blackburn, Imperial Mill still stands full square in brick topped with copper domes. It, too, was once the world's largest. The new industry was wonderful. Chopin stopping off in Manchester on a concert tour asked to be taken to see the world's tallest chimney. Tourists trekked to Manchester to gaze on the towering warehouses, counting houses and exchanges built in a host of medieval styles.

You could select one of the great names associated with industrial development – cotton in particular. Hargreaves springs to mind, James, inventor of "Spinning Jenny" in 1764, was born in Oswaldtwistle and his home is part of Stanhill Post Office. Thomas Hargreaves bought Woodnook Mill, Accrington, and used it for block printing which originated there. Yet another of the dynasty, John, built Broadbalk Mill in Church Street, Accrington. Around Bolton there are of course the important shrines of Samuel Crompton's home "Hall i' th' Wood" and the Textile Machinery Museum near Bolton with "Jenny", "Mule" and water frame on show. Arkwright or Turner of Helmsdale are two other names to conjure with.

Another associated theme could be the very density of development itself. For this I recommend an investigation of Burnley's "Weaver's Triangle" still tightly packed with weaving sheds, mills, warehouses, foundries and homes. The "Friends of the Weaver's Triangle" organization has its headquarters at Burnley Canal toll house, which is certainly worth visiting. The towpath stroll through the "Weaver's Triangle" from the canal wharf makes an ideal industrial ramble with sketch pad, camera and guide. More rural nooks disclose handloom weavers cottages such as those at Crook, Brown on the A674. Just off this road is Willnell Fold, built in 1843 as a self-contained community complete with school, chapel, gasworks and 35 stone dwellings around a paper mill.

Best theme of all might be a single valley – Rossendale, for example, famed for cotton, sad cakes and



The Five Rise Locks on the Leeds and Liverpool Canal at Bingley in W Yorkshire. Boats are raised by 59 feet by this flight of locks.

slippers. Rossendale clearly demonstrates how fast-flowing streams were harnessed as water power in early industrial days. There is a richness of mill remains, wheels, gyoys, lodges and races to discover by riverside and through. Star of the valley is Higher Hill Museum, Helmsdale dating from 1789. Now fully restored there is much to see including textile machines and a working, 20-ft diameter water wheel. Schools are welcome and educational packs available. The chimney, a striking companion, of Rawtenstall's New Hall Mill remains a valley landmark thankfully saved from demolition in 1981. As a change look into Bacup Natural History Museum where the extraordinary collection of butterflies justifies an entry in the AA's *Town and Country* – definitely worth a detour.

The North West Tourist Board (Last Drop Village, Bromley Cross, Bolton) supply copies of their pub-

lication *Red Rose Co. Trails* illustrating five such towns into Lancashire. Their *Leaves for Party Visits* booklet is also available free. Their maps detail picnic spots, nature trails and country parks in what Edwin Waugh called "the green sedge of our tuffet district". Lancashire County Council (PO Box 78, County Hall, Preston) will provide copies of its excellent *Lancashire Heritage* leaflet which I have found extremely helpful.

The tourist board is organizing Heritage Workshops especially for teachers on March 5 (Blackpool) and March 12 (Ellesmere Port Boat Museum). Teachers can meet owners/managers of many attractions which welcome educational parties throughout the north west. For teachers prospecting this region's industrial heritage and rural retreats I recommend Harrop Fold Farm Guest House in Bolton-by-Bowland as an ideal base.

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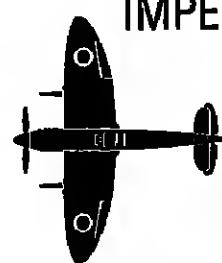
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Better than books

Susan Thomas reports on museum education

The year 1883. The location, Paris. Georges Seurat, a slight, bearded young man in a dusty black suit, notices the children. "I'm sorry I'm late... been talking to a neighbour... an old lady who used to be an artist's model. She can't understand why I paint such ugly scenes", and he waves a limp hand towards the enormous, unfinished canvas of "The Bathers" which dominates the tiny, spartan studio.

James Heard is Seurat. In other years he has been Gainsborough "with a cushion stuffed up my front" and Botticelli in tights. "That caused a few remarks." He is the creator and star of the National Gallery's "Meet the Artist" programme and uses his props, paint, magic lantern, coloured filters and young audience, with considerable skill to sketch in the life and times of the artist.

"Have you met Renoir yet?" "You draw me an apple and tell me where the light is coming from?" "Hold the card between the lantern and the screen - now what colour is the shadow?"

He provokes a whole new way of seeing. "I never looked at it like that before," said a small voice. "There's colours round you changing all the time." It is modern museum education at its best, interesting, informative, thought-provoking.

Surprisingly, museum education has been on the cards for some time. It was 1894 when the Elementary Day School Code permitted up to 20 attendances per child per school year at "Museums, Art Galleries and other Institutions of Educational value". Schools' services were established in Leeds, Manchester, Newport, Norwich and London in the first quarter of the century and in 1931, Leicester appointed the country's first School Museum Officer.

Then in 1948 the children's subject section of the International Council of Museums met in London, leaving behind, the Group for Children's Activities in Museums. By 1963 this had become the Group for Education in Museums (GEM).

Encouraged by the 1963 Rosse report "... impossible to underestimate the importance of teaching children the use and significance of museum objects", it busied itself with loan services, travelling exhibitions, an index of models and teaching aids, resource packs, spe-

cial provision for the handicapped and increasingly, with adult education, promoting the role of the qualified museum teacher and, latterly, with the growth of the open-air museums, the museum interpreter.

The National Gallery is in the forefront of museum education and works at it. Its witty, irreverent quiz sheets "Wenther or No?", "The Weightwatches Guide to the Gallery" are designed to appeal to every age and taste and to persuade us that art is a good thing - interesting, amusing, challenging and definitely not the prerogative of middle class Londoners and international culture vultures.

Supported by Rosse, James, the Schools Council and the DES, museum education has become an invaluable adjunct to classroom education. But one not always fully appreciated. "Generation after generation... has left its training course with a complete lack... of awareness of the teaching power of the three-dimensional object," wrote David Sorrell, Derbyshire's Museums Officer in the GEM's journal last year. And Graham Carter, of Beaulieu Motor Museum, found advisers no better. "Many i.e.a. advisers have little knowledge of the potential of museum education services in their own area" thus "opportunities for pre-service and in-service training of teachers... are restricted."



To encourage teachers to use its resources and get the best out of a visit, the National Gallery runs in-service training courses on a national scale. It is not alone, all over the country museums, historic houses and art galleries are keen to introduce teachers and children to the delights of their collections. But as transport costs and unemployment sour, educational provision plummets and "cover" becomes increasingly difficult to arrange, schools are cutting back on their visits.

The museum service too, is under threat from the cuts; 1977 saw the end of the Victoria and Albert's regional service department, museums in all parts of the country are losing staff and many teachers are asking themselves whether a museum trip is, after all, worth the hassle. Gene Adams, ILEA's museum adviser, is adamant that it is. Small, intense and nationally

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"I have preconceptions, often coloured by school books. A visit to the Museum of Mankind should counteract the Eurocentric accounts of heroic explorers bringing civilization to the jungle" and "... the Vikings and Gauls have received a bad press from their literate neighbours... Recent exhibitions show how the evidence of archaeology contrasts with the written sources".

"How much better," says Gene Adams, "to use first hand experience".

Then again, museum sources cover every aspect of the syllabus, the sciences just as much as history and art. To see a scientific discovery in context is to give it impact and relevance. "Above all why deprive yourself of something which makes the job so much easier and more interesting?"

Last and certainly not least in an age of increasing leisure - "if you introduce kids to museums, particularly while they are at the primary stage, they will go on to use them for the rest of their lives - just as they use public libraries".

Primaries, still Plowden-orientated, are keen to give children a multifaceted experience. Secondaries, dominated by exams are reluctant to take time out and expect museum education to be strictly related to the syllabus. In some ways, she says, this is good and she is keen that museum education staff tap the "terrific expertise among the thousands of specialist museum staff - some of whom can talk to the kids and others who can at least make their knowledge available".

Getting the "feel" of an exhibition is not easy when the collection is priceless and jealously guarded. Resentment shows that the more involved we are with an exhibit the inner insting our memories will be. The National Gallery has ways of making you look. Pause in front of Grosse's grim "Elderly Couple" and consult the quiz sheet - "Do these two look happy together? Do you think they deserve each other? What are they looking at?"

Gene Adams's in-service courses (secondary and primary) are about involvement. They include workshop sessions with dancing, drawing, model making, music or drama. "They see what it is like to go from an academic to a practical activity in the course of an afternoon".

Like the National Gallery staff, she believes that teachers need several days to get the best out of museums and that head teachers should recognize this. Her courses give time for an in-depth study of a collection and some workshop experience, plenty of opportunity to find out about the nuts and bolts of a visit, how many children can usefully work on a particular topic, where to find the cafeteria; the toilets and somewhere to let off steam, and the vital difference between the teaching museum educator and the custodial museum attendant.

There are many different ways to get inside a collection and Theatre in Education gains ground as the social relevance of historic items is stressed.

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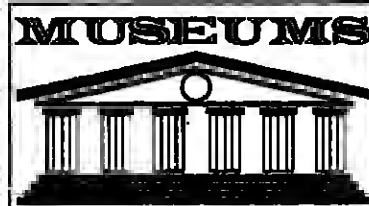
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Steamtown Clonmel, Lancs. is a working museum housing over 30 locomotives and railcars. See the engine being repaired for mainline duty. Plying steam locomotives from Easter to September. On the site are two shops, café, rides on standard and miniature railways during the season.



MUSEUMS

Duxford display
There comes a time in many a child's life when the possibilities of Action Man and the battery-operated tank are finally exhausted and he or she wants to come face to face with the real thing. Twelve thousand children in school parties did just that last year by visiting the Imperial War Museum's collection at Duxford airfield, and it is not hard to see why its well-organized and imaginative educational unit is proving to be a major growth area.

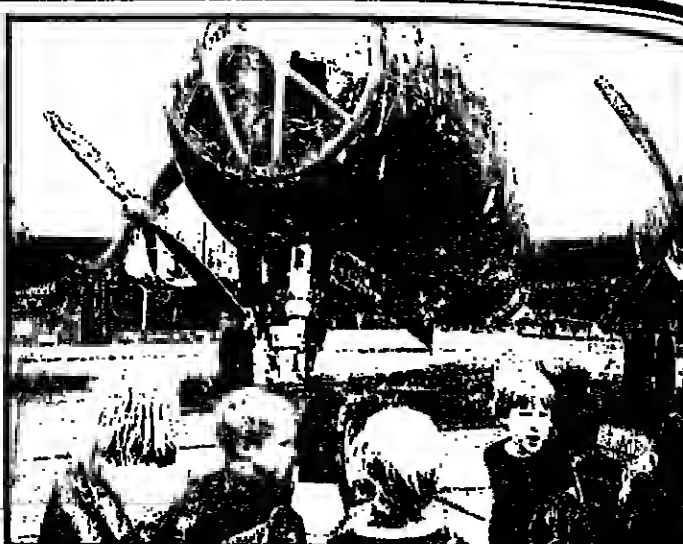
Built some eight miles south of Cambridge in 1917-18, Duxford was the first RAF station to receive Spitfires in 1938 and played a major role in the Battle of Britain before becoming a United States' eighth air force base in 1944. Fifteen years after its operational life ceased in 1961, it became part of the museum, and now displays 30 tanks, guns,

missiles, a midget submarine and over 80 aircraft from a Blériot monoplane of 1910 to 20 second world war aircraft, a Vulcan and a Victor bomber and Concorde 01.

One hundred thousand square feet of additional, covered display area includes permanent exhibitions of Duxford's history and the part played by its Americans in the war, the role of Gibraltar in the history of the British Empire, and armoured warfare. A new display tracing the development of the bomber is due to open in July, and a regular programme of weekend special events this year includes a Mountbatten memorial air display on June 19 and a gathering of vintage aircraft on July 10.

Twenty-minute introductory slide talks are available for school parties and can be adapted for all age groups. More specialist presentations include the War in the Air 1914-18, the Battle of Britain, the Home Front 1939-45, Women at War and a special topic, the Americans in Britain 1942-45 which includes a documents pack and special worksheets. General worksheets are also available for both junior/middle and secondary school groups; there is a free quiz sheet and plenty of room for picnics, plus a large cafeteria.

The museum has recently launched a superhangar appeal to house



all its larger aircraft, which are currently on display outdoors. Those who have already visited the Imperial War Museum's London headquarters will know that its backstall is a paradise for both pupils and teachers with a most imaginative range of literature, souvenirs and unusual postcards to send your friends and enemies. Above all, it has enough eye-catching posters, reasonably priced, for the bedroom walls of even the most fanatically military schoolchild. Duxford has

them too - and it has one of its main Museum's parking problems.

The museum is open in 1983 from March 12 to November 6. School parties wishing to visit should write as far as possible in advance to Miss Lesley Spence, School Officer, Imperial War Museum, Duxford Airfield, Cambridge CB2 4QR. Tel: 0223 833963, who will send full details.

Bones and pools

By Owen Surridge

Bones preserved in a Devonshire cave show that tropical animals roamed the West Country long before zoo parks became fashionable. The remains can be seen at the Pongelly Caves Study Centre, near Buckfastleigh, Britain's only cave research centre dedicated to education and conservation. It is to be opened to specialist school study groups in September 1983.

The site is Higher Kipling Quarry, just off the main London-Plymouth road, which was once a source of limestone but has been disused for 100 years. It gives access to five caves up to 100 feet deep.

Above are two old stone farm buildings. One now contains a cave museum; the other contains a lecture theatre, laboratory, arts studio, common room and office. There are also a dormitory for 20 pupils and rooms for four staff, plus showers and a kitchen.

Outside is a fine view of the Dart Valley, a river terrace of the Ice Age and of great interest geologically.

Quite the most interesting of the caves is the one known as the Joint Minor where, in 1939, Messrs John Mitchell and Norbury discovered a rich store of fossilized bones dating from the Pleistocene period. Among them were the remains of 16 species of animal including lion, hippopotamus, elephant,

rhinoceros, hyena, wolf, bison and bear.

Some 4,000 of these bones were excavated and carried off to the British Museum; others went to the Torquay Natural History Society's museum. These remains were only a small part of the deposit. The remainder are on view, some embedded in the walls of the cave, others in a large pile of detritus which fell, some 100,000 years ago, through a funnel-shaped hole in the roof which trapped victims as effectively as a lobster-pot.

This find is the richest of its kind ever to be discovered in Britain - and most of it will remain where it is as a demonstration of good excavation practice so that visitors can see how the deposit was formed and specialists can undertake further exploration if that should ever seem necessary. Access is restricted to avoid changing the atmosphere and causing deterioration in the deposits but electric light has been installed.

This facility is not available elsewhere and visitors must carry their own helmet lights to illuminate the stalactites, stalagmites, straws, curtains and crystal pools to be found in the deeper caves. For most of these is Reed's Cave, reputed to offer some of the finest formations in southern England. To prevent damage this cave is open only to geologists in parties of six or seven and the path is taped off as an

extra precaution.

For those whose interests are less precise, but who would like a sight of real caves, there is what the guardians of the centre describe as the tourists' route. This lies through some upper caverns where there is much of general interest and less chance of serious damage.

Another cave, visible from the surface, but guarded by grids, is Rift Cave, home of several bat colonies and one of the few so protected. Only the bats enter there.

The caves are linked by some 2,000 feet of underground passages radiating from Easter Chamber. Traversing them calls for fitness, agility and proper pool-holding gear, which may be hired from the centre. Guides are provided and by the time school study groups visit a full set of background notes will be available for teachers and pupils. Tours will be preceded by talks when required.

Unlike most cave research establishments the Pongelly centre came into being by fortunate circumstance and amateur interest. Members of the Society for the Promotion of Nature Conservation noticed the quarry was up for auction, raised the funds and successfully bid for it with the idea of using it as an educational centre. It was subsequently leased to the Devon Trust for Nature Conservation and is managed by the Pongelly Caves Studies Trust.

All of which sounds very organized and official. In fact the whole enterprise is run by a small band of enthusiasts who have had to reach deep into their own pockets and

labour at weekends with their own hands to bring about the showing of their dreams. In this they have had some financial support from the Nature Conservancy Council, which has weighed in with some thousand pounds over some years and a grant of £150 from the local education authority. The Cambridge Commission turned down a quest for help on the grounds that the project was not popular enough. Small wonder that it has taken 25 years to get the project near completion.

The centre is under the care of a warden but he does not live on the premises and visitors must find themselves much as they would in a self-catering youth hostel. The set of charges, not yet fixed, is available to be high. Full details can be obtained from Mr David Cunniff, curator of Plymouth City Museum, Drake Circus, Plymouth, who can make bookings.

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School parties welcome from 10.00 a.m. to 4.00 p.m. daily March to October. Dated 1386 the house is fully furnished with a great hall, parlour, sculpture, and carriage collection. Ring 02803 486 for details and free guide.

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When in Rome...

By Sally Rogers

Rome! The Eternal City, the centre of ancient civilization, all things to all men - and women. A first visit to Rome is likely to be an unforgettable experience, and to our little party it was, for each in a different way.

From the beginning, there had been reservations about accompanying a party of 14-year-old schoolgirls with all the hazards of pickpockets, bag-snatchers, terrorists and, not least, the local Romeos who would undoubtedly make a bee-line for our naive blondes. I had visions of hot-pot pinching on crowded buses, and other unmentionable assaults on their persons.

"Keep together - don't loiter - keep your handbags closed and tucked tightly under your arm - don't eye the boys - and no Philippa, you can't go to a disco on your own!" It was a pity that all our admonitions had to be so negative, but at least the hotel sounded promising. Domus Pacis, House of Peace. It seemed a vision of nuns floating gently along cool stone corridors, and wholesome meals served up in conditions of Spartan simplicity. The reality could not have been further from the truth, and nothing turned out as expected.

Domus Pacis proved to be a complete misnomer. It consisted of a collection of three-storey barracks-like blocks of apartments used as a conference centre by the Vatican. Within minutes of our arrival a stream of juggernaut coaches began to arrive, disgorging their contents of noisy, happy Sicilians. A whole village had come from Sicily to hand out one of its sons to the Church.

The proud Mamma told us in unimpassioned sign language, with much rolling of eyes to Heaven, and heads raised in the attitude of prayer. The boy himself, with the air of enthusiasm in his eyes, and the manner of a grammar school head boy, was soon organizing the younger children into an impromptu

choir. They sang far into the night.

We soon discovered to our dismay, that the neighbouring rooms on our floor in the hotel were occupied by a group of young soldiers looking their turn on guard duty at the tomb of the Unknown Soldier, on the Victor Emmanuel Monument. This was a hazard for which we had not bargained - local Romeos in our midst, and at our most vulnerable. It took a little while to persuade them that knocking on bedroom doors at night would get them nowhere, and that we intended to be effective chaperones to the girls. We spent the rest of the week keeping a watchful eye open for assassinations in the darker parts of the garden.

Our "House of Peace" was a bus ride away from the outskirts of Rome, down the Via Aurelia, past the towering walls of the Vatican with their Papal insignia, the hubbub of a city with two bees in attendance, looking not unlike a hornet's nest. Public transport in Rome is plentiful, but for our convenience, most buses operate either on a coin in the slot or with tickets previously purchased at the tobaccoist's shop. Either way, the flat rate of 200 lire (less than 10p) per journey, seemed good value.

The luxurious shops of the Via Condotti, and the little stalls on the Spanish Steps with their nubbler and leather goods and jewellery were irresistible to the girls. Whatever else we did not see, Harriet had set her heart on finding the Gucci shop, but the purpose of our visit was educational, so we made sure that our party had its daily dose of culture.

We spent a hot afternoon in the Forum, treading the Via Sacra from the Arch of Septimius Severus, the Roman Emperor who subdued the British and who is buried at York, to the Arch of Titus who quelled the Jewish revolt of 70 AD, and destroyed Jerusalem. On the way, we took a short rest near the little temple of the Vestal Virgins with its cloister, now a rose garden, in the style of a medieval convent.

We climbed to the topmost storey of the Colosseum, and peered beneath the arena, into the gloomy tunnels where the wild beasts were kept under control before making their entrance into the arena, to kill or be killed. All we could see were a couple of Aislinn gunnys and a dead cat.

We returned from our first day of sightseeing, hot and dusty, to find that yet more guests had arrived. Seemingly vast numbers (in reality, perhaps three coach loads) of pilgrims shepherded by Patrick, the courier with Shamrock Tours. He addressed his flock in uncanny tones (was he perhaps a failed priest?) and shared his large parties around Ruine in plush coaches with cool efficiency. "We never con-

sider taking parties of less than 30," he told us, and our little group seemed to grow even smaller. The tastes of his customers dictated the hotel menu - "Nothing with garlic, nothing highly spiced" - which eliminated most of the interesting Italian dishes, and went a long way towards explaining the bland mish-mash which we had been eating.

That evening, Caroline sidled up to me. "They've offered to take us into Rome for the evening - can we go?" "They" were the soldiers. The possible consequences for Caroline and her two friends didn't bear thinking about. "No," I said firmly.

On our return to the hotel, we were greeted by Patrick. "We did three catenacs and four basilisks today, and heard a Mass in every nine - you couldn't do that on public transport". But gluttons for punishment, we journeyed back to Rome that evening on public transport to visit the market in the Piazza Navona. This at least was one evening when we would not have to keep an eye on budding nubbles with young soldiers. I also discovered what an effective deterrent a silly heel can be when trodden firmly into the unprotected foot of a suspicious-looking male, following too close behind.

On our last full day, we visited the Castel S. Angelo and St Peter's. The Castel S. Angelo, originally built as a mausoleum for the Emperor Hadrian and his family, was used as a prison and torture chamber by the Borgias. A refuge for Popes in troubled times - it is connected to the Vatican by a private bridge over the Tiber - and as a setting for the betrayal of Trajan by Scarpia. It is now a museum. The Pope's apartments are beautifully decorated in the style of a gramin, with delicate foliage and nymphs and sea-horses engaged in erotic postures.

By contrast, the Basilica of St Peter's seemed gross and overwhelming. Every stone and pillar proclaiming "I am the greatest". The huge twisted harlequin sugar supports of the canopy over the high altar, and the heavily ornate pupal chair, supported by the apostles seemed to be the ultimate in bad taste. But there were redeeming features. The simplicity of the bronze statue of St Peter, with the foot worn smooth by the reverent stroking of countless pilgrims. And the Pietà. One must salute the genius of Michelangelo which has conveyed the softness of face and the limpness of body through the medium of cold marble.

The last evening was full of tearful farewells and promises to write as the girls took leave of their new-found friends. From Patrick: "Come with us next year, I'll send you my brochure if you'll leave me your address." (I feel ten forlorn).

The feeling of relief at lighting at Luton Airport was more than a welcome return to cool green countryside and relatively clean streets. Not one pinched bottom (so far as we knew) nor stolen handbag. We handed the girls back to their parents *virgo intacta*.

features which combine to produce perhaps the finest Norman building in Britain. Finally, combine these with one of the most exciting views from any railway station as you arrive and you have just started to collect some of the reasons, large and small, for taking a school party to Durham Cathedral.

A notable place of pilgrimage ever since the Lindisfarne monks erected its first church as a shrine for the body of St Cuthbert which they had brought with them on their flight from the Viking raiders, the present building was erected in 41 years from 1093 and has been little changed for 700 years.

The modern cathedral offers visitors a bookshop, restaurant and extensive treasury, including illuminated manuscripts, embroideries, seals of kings and bishops, items from monastic life and the relics of St Cuthbert. Guided tours last one hour, and illustrated literature available to parties includes a detailed

Saints Peter and Paul. It was built on the remains of a fourth century church, and beneath this, an even earlier first century building. Deeper still, there is a mythomized layer, showing evidence of the fire which destroyed Nero's Rome in 64 AD. This layer contains a Nithric temple.

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EXTRA

A treat of a town

By C Brodie

"Where can we take the fourth years in the summer term?" ... a question frequently repeated in the staff room of Sir James Berrie School late in January. Idons flew thick and fast but - time and again came the reply - "too expensive", "fully booked", or "no classroom space".

Until one Monday morning a job hunting colleague noticed an advertisement in the dark recesses of the back pages of *Contact*. "For worlds of experience, Colchester Youth Hostel".

Frantic phone calls ensued. A ray of hope glimmered at the end of the tunnel. A vacancy! The price was reasonable and there was a large suitemen classroom exclusively for our use! Bookings were quickly confirmed and the warden sent a folder, bulging with information and suggested visits by return of post.

On the preliminary visit our first impressions were greatly enhanced by the early spring sunshine. We

were staggered by the wealth of architectural and historical features of the town, the proximity of the hostel to the centre of the town and the ease of access to the neighbouring countryside.

From the numerous museums (all free!) we chose a handful that complemented our proposed lines of enquiry: namely Roman colonization, the renowned Cromwellian siege and the investigation of the small but active port.

A series of working lunches in school led to detailed preparation and consolidation of ideas. Local knowledge was provided by the warden, supplemented by maps and documents expertly selected by an extremely helpful library service.

Finally, after having convinced the children that staying in a youth hostel did not involve sleeping on the floor or preparing meals, their interest was aroused. This then was the time to capitalise and forge ahead following the examples of

such notable East Anglian heroes as Caraculus and Boadicea.

Arrangements fell into place and lessons led in relevant background information. It wasn't until much later that we realized just how many of these facts had been absorbed!

Departure day arrived and the spirit of the whole week was set by the discovery of an astonishing number of four leafed clovers during a break in the journey. Their scorch had been instigated by an enthusiastic teacher seeking to channel the excited children's energies. Was this a sign of things to come?

On arrival we deposited our luggage and made our way to the Hythe, Colchester's Port. A group of children spotted, whilst turned out to be "the Mute" on a coastal cargo vessel. He was piled with a host of questions (some quite personal) and when confronted with a tape recorder issued an immediate invitation to "come aboard". Had we been in larger group it is unlikely that the invitation would have been forthcoming. The visit was so successful that the staff had to drag the unwilling children back to the hostel to unpack.

Plans for day two consisted of a day visit to the nature reserve at Fingringhoe. Despite previous bird-watching experience at a rural centre, we harboured grave doubts as to whether we could maintain the children's interest in such an unfamiliar environment. In fact, aided by good weather, it sparked off a more enthusiastic response than we had hoped for. The novel experience of being inside a real bird-hide generated a feeling of great excitement and expectation. This was only marred by the fact that it was impossible to provide every child with a pair of binoculars.

On returning to the hostel we strolled across the east bridge to

examine the exterior of the Siege House. There are holes which still appear to contain actual lead bullets and the pinking of numerous fingers provided the children with a tangible link with the past.

On the Wednesday morning we set off to walk along the Roman walls prepared to hurry onto the site of "Humpty Dumpty's fall" (St Mary's-at-the-wall). It interest was not sustained. Yet again we were pleasantly surprised - although the heat may have had a soporific effect on the children! One girl's comment was "It was interesting. I have never seen anything as old as that before."

When we reached the remains of the Roman Balkeine Gate they were ready to settle in to eat. After a refreshing lunch in the shade of "Jumbo, the water tower" we made our way to the Castle Museum. What a worthwhile experience! The climax of which was the dressing-up of three children as Romans. When we commenced our individual investigations the museum staff were extremely helpful in both teachers and pupils.

Thursday began disappointingly as we awoke to pouring rain. Would you believe a day-long country walk had been planned? Fortunately we were able to assemble in the classrooms whereas the poor group of German cyclists, also in residence, had to gather in the drive to become soaked! At this point the warden's folder came into its own - we selected alternative museums and set off to explore them. We were the only ones there. What a treat! The weather cleared so we took a brisk stroll through the extensive grounds of the Castle Museum.

On the final day our initial task was the completion of chores which included tidying and sweeping the dormitories - the children actually enjoyed doing this!

Inspection over and successful we stored our luggage once again in the classroom and went off to the initial history museum for the morning. The weather was so beautiful that we decided to make our packed lunches across the road to the park.

The party was so integrated by the time that various groups of children played amicably all over the park filled area. We were so relaxed that we forgot the time and had to be reminded by the coach when it arrived. Tired but happy, we made our way back to London.

Originally we had had some doubts about the staff sleeping in the dormitories with the children. This turned out to be no problem at all and in fact the presence of other hostellers proved to be of interest to all concerned. The facilities at the hostel were excellent with modern sheet sleeping bags and duvets. The food was well prepared and although there was no choice of menu, we ate in the small room which enabled the maximum of good manners and the enjoyment of social interaction.

After a welcome half-term break we all settled down to write, copy, illustrate and make further investigations. Further study was supplemented by two visits to the London Museum. The National Army Museum provided an excellent session giving an insight into conditions of service in the Civil War. The London Museum gave us an opportunity to handle objects from Roman daily life in London.

We feel we can wholeheartedly recommend a school journey to a youth hostel in Colchester.

Our special thanks go to the warden, Duncan Simpson; Colchester Central Library; Colchester Museum Staff and the people of Colchester, who were so kind and helpful. We must also thank our own teachers who worked so hard to ensure the success of the enterprise. We would not have had such a successful trip without them.

Twenty-two children accompanied by 3 adults, Monday to Friday at a cost of £22.55 per child. Further information can be obtained from Mrs C. Brodie, St James' House School, Condel Road, London SW8 4JB.

100 other species of birds, including the rare Slavonian Grebe, have also been recorded.

However, the loch is much more than just a bird sanctuary. In the water itself, which is about a mile long and is quarter wide, there are pike, trout and perch (the osprey's favourite food) while its wooded banks, which extend 20 metres from the water's edge, are frequented by over 30 species of mammals and reptiles. And there are more than 150 kinds of trees and plants.

The entrance and car park are at the western tip of the loch beside the road from Dunkeld. From there, a short walk under juniper trees leads to the visitor centre where an interesting exhibition gives a background description of the reserve, alongside illuminated tanks of fish and other botanical displays.

In addition, school parties can arrange to see the tape/slide presentation in the small lecture room and have a link about the Loch and conservation from one of the warden. A wide selection of botanical booklets, guides and posters is on sale.

Just beyond the centre, at the water's edge, an observation hide equipped with binoculars enables visitors to spy on the wildlife around the loch. A powerful pair is trekked in a fixed position looking across the water to the osprey's elio which they build each year. In the same clump of pine trees.

During my visit in July, I was lucky enough to see four fledglings in the nest and the mother flying busily to and fro to feed them. But such an impressive sight can not be guaranteed.

Besides the ospreys, there is, however, always plenty of other wildlife to observe. Coots and gulls drift about in the water and often graze and swim too. Other birds of prey also breed in the area, including buzzards and kestrels, both can be spotted overhead.

The hide is open all year, the visitor centre daily from 10-7 in April, May and September, and till 8.30 in June, July and August. Schools must book in advance

through the Reserve Ranger, Balmum Cottage, Tulliemet, Perthshire, Perthshire. Admission is free (donations welcome).

GENERAL

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*Road distances from London

*Outline only copies are also available to enable students to complete the details themselves.

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BOOKS

Just the job

Bill Ridgway on careers

Your Choice at 15+. By Michael Smith. £2.10 86021 414 1.

English, Communication Skills and the Needs of People in Industry. Croy/Jobson Press £6.95. 86021 415 5.

Get Yourself a Job. By Harold Scott. Personnel Services, Martins, New Street, Somerset. Somerset £2.96 907834 00 1.

How to Look for a Job. Institute of Careers Officers. Old Board Chambers, 37a High St, Slough, West Midlands. DY8 1TA 70p.

From School to Work - What Next? By Finnegan, Jardine and Palmer. Standing Conference of Youth Organizations in Northern Ireland £3.50 90797 05 5.

Starting and Keeping a Job. By Tony Crowley. Croy/Hobson's Press £2.70. 86021 412 6.

Your First Move. By Peter March and Tony Western. Croy/Hobson's Press £2.55. 86021 411 3.

A Career in the Making. Trent Polytechnic, Schools Advisory Unit. Available from Trent Polytechnic, Nottingham.

Hotel Reception. By Paul B White and Helen Backley. Edward Arnold £4.75. 7131 0718 9.

Questions in Hotel Reception. By Jean and Gordon Bull. Stanley Thomas £1.85. 85950 310 0.

The Receptionist. By Hazel Atkins. Edward Arnold £3.25. 7131 0580 1.

Careerscope: writing and publishing. How to write job applications; How to interview and be interviewed; Photography. Hamilton House Publishing £1.50 each.

The careers books in this batch fall into three predictable sets. First there are the ones concerned with

school as a springboard to work. Second, there are those dealing with job-hunting, or, alternatively, Further Education. And, last but by no means least, publications on specific areas of employment.

The many who are already familiar with Michael Smith's well-researched careers books will welcome CRAC's new edition of *Your Choice at 15+*. Retaining the tried and tested formula of his previous successful publications, he has completely rethought, rewritten and redesigned the original to tailor it to the needs of the school-leaver who, at 16 years of age, now faces the prospect of a disappearing job market. Some basic topics are covered: finding that elusive job, FE/MSC courses, and the possibility of staying at school to increase one's paper qualifications are among them.

Still at school, but covering a very different area from Michael Smith's book is CRAC's *English, Communication Skills and the Needs of People in Industry*. A number of experienced contributors have examined school commitment to work-force which needs to be able to read, write, listen and speak with a degree of competence worthy of the sort of work they might wish to do. A critical eye is turned in particular towards aspects of the English Department's role in this context: what communication skills are needed by young people going into employment? Are schools doing enough to prepare the school leaver in terms of communication skills? What implications has youth employment for the curriculum and the

careers books in this batch fall into three predictable sets. First there are the ones concerned with



A member of the RSA? The SAS? No, it's Roy Jefferies, subject of *Wayland's A Day With a Publican* (£3.50). Roy puts on his make-up and explains that to be a good publican these days you have to be "a diplomat, a doorman and an acrobat". See other titles in the series.

Acceptable Englishes

International English. By Peter Trudgill and Jean Hannahs. Edward Arnold £3.95. 0 7131 6362 8.

As a native of Merseyside, I was bound to be favourably disposed to a book stating that Received Pronunciation does not rule, indeed that as a form of speech it is representative of a mere 3 to 5 per cent of the speakers of English in England, let alone the rest of the world.

Such observations are not new, although judging by the sheepish manner in which many EFL students react to being told that some of their vowels are of American provenance, you would think the only acceptable English was still that of the Raj.

Very sensibly, from my admitted point of bias, *International English* sets out to document for both students and teachers the varieties

of standard English around the world, not only among speakers with recognizable different accents, but also among those of RP itself. A good third of the book is devoted to the differences in pronunciation, grammar, lexis and orthography between English and North American speakers, although similar variations are included for those in Scotland, Australia, New Zealand, South Africa, Wales, Canada, Ireland, the West Indies, West Africa and India.

Clearly a book of 111 pages cannot provide an exhaustive account of all the varieties in all the countries, but none the less *International English* does collect together enough examples, particularly as far as North America and England are concerned, to be a useful source of reference for those students and teachers prepared to accept the existence of a number of Englishes rather than the dominance of one. Although the authors use linguistic

teaching of English? I am sure those short on ideas in this rather neglected area will find this offering a worthwhile addition to their bookshelf.

Harold Scott's *Get Yourself a Job* (originally published by Blackston Ltd but now to be obtained at the above address) is a beautifully presented workbook and guide for the brighter school-leaver, the student now seeking employment and the university graduate. Organized in a clear, methodical manner and enlivened by Dick Millington's splendid cartoons, there is as much meat in the text as in the students' follow-up activities. As well as the more commonly raised issues (How to write an application/prepare a CV etc) there are four informative sections dealing with self-examination, job preparation, co-opts and interviewing.

A useful pamphlet published by The Institute of Careers Officers is *How to Look for a Job*. Although limited in scope to a single, albeit important facet of the world of work, it does represent a genuine attempt to reach the less-academic school-leaver, and the authors have produced a lively package which is easily understood without being demeaning.

There is a lot more to a Northern Ireland publication than job-hunting - or, for that matter, work generally. *From School to Work - What Next?* recognizes the fact that the problems associated with unemployment are not going to disappear overnight, and advocates the education of the individual to cope with whatever situation he finds himself in - whether he be in or out of work, at leisure, in training, or simply a member of a family or of the community at large. Each section of this particularly relevant book is broken down into aims and content, and the method of dealing with them. I must admit I found the bold stance it adopted towards the issues affecting the current school leaver most refreshing.

I reviewed one of CRAC's impressive work-books to these columns last December, when I remarked on its striking method of presentation and no-nonsense text. Two other books, *Starting and Keeping a Job* and *Your First Move* will, I hope, be as successful as the first. Both the former, a lavishly coloured "Bull's Eye", and the latter, in black and white, should work well with the average and below average pupil. Titles, I think, are self-explanatory.

While still on the subject of starting work/training, Trent Polytechnic's Schools Advisory Unit have produced a useful 23-page guide to those who wish to study at a Polytechnic. Titled *A Career in*

the Making, the booklet itself is a compilation of nine case-studies written by ex-students of Trent Polytechnic who now hold a wide variety of posts. Their observations are not only revealing but, in some cases, entertaining too. The frank way they have been put together, both in praise of, and in some instances critical of, the time they spent in higher education has much to recommend it.

On to specific career opportunities: three books deal with reception. *Hotel Reception*, now in its fourth edition, has been updated and revised to include chapters on sales, security and computers. Any one aiming at the City and Guilds Hotel Reception Certificate (709) scheme will find it an invaluable aid, likewise *Questions in Hotel Reception*, which also covers ground common to City and Guilds 705 OND, HND, TEC diploma and the BEC General Office Studies. Hazel Atkins' *The Receptionists* is a straightforward attempt to prepare students for receptionist training

courses, and is particularly suitable for the RSA Diploma in General Reception and the BEC General level option module Receptionist/Telophonist. Chapter-end questions and assignments are provided.

As a writer, I found *Careerscope: Careers in Writing and Publishing* surprisingly revealing, and I raise my hat to Tony Atwood, who has managed to fit a commendable text into 43 pages without either losing my interest or cramming his (literary) style. Three further *Careerscope* titles - *Careers in Photography*, *How to Interview - Be Interviewed* and *How to Write Job Applications* exhibit a similar flair. I'm sure these little books will prove most popular with those who know what they would like to do but not how to go about doing it. There are 12 other titles in the series, besides the aforementioned.

The Talking Shop series differs from *Careerscope* in several ways. Here a question and answer format has been adopted, the questioner being a possible applicant, the response from the person doing the job. I have, on previous occasions, commended this natural approach to career information, and certainly the four books I have before me - *Television*, *Cosmetics*, *Hotel*, and *Airline* - put over the main points in a way those who like their reading in digestible chunks will approve.

Science Books from HMSO

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Assessment of Performance Unit Reports

The Assessment of Performance Unit (APU) aims to provide information about general levels of performance of children and young people at school and how these change over the years. The following reports cover science:

Science in Schools

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BOOKS

What would Vittorino think?

Elizabeth Henry suggests that a Renaissance teacher's report on our present curriculum would be rather severe

Federigo da Montefeltro, Duke of Urbino, left school at the age of 15 to start his career as a mercenary commander. He became known as the greatest soldier of his time, and gained wealth. When he sat for his portrait by della Francesca, he might have chosen his customary armour; but visitors to Florence, who rarely miss his small vivid painting, see him in plain rich robe and a scarlet drum of a hat, gazing with his one eye over his domains. The people of this landscape profited by his riches; his welfare schemes included the employment of schoolmasters for them.

Federigo prided himself on two achievements especially, in his 45 years of warfare; one that he walked about Urbino with no armed guard; two, the Library of manuscripts in his new palace. It was a lending library, with a staff of more than 30. Its treasures included no printed books. The Duke used every new invention in war, but believed that only the finest illuminators could produce worthy copies of classical authors.

The school which Federigo left in 1435 (six years younger than some of its pupils) was the famous "Joyous House" of Vittorino da Feltrina at Mantua. Here State benefaction allowed poor boys to be admitted with some of princes and scholars. Vittorino taught some girls also.

The name "Casa Gioiosa" did not signify a holiday atmosphere. The devotional pattern of days was said to be stricter than in many monasteries, and the regimen of physical exercise and physical endurance

would have satisfied Kurt Hanh. (Much of this discipline related to war, as the version followed in some schools today relates to social service.) Intellectually, every pupil was forced to work to his limit, in mathematics, history, music, and above all the study of the classics. Memorization was prodigious; the student also had to produce, constantly, original compositions in the ancient languages as well as in his own.

Federigo does not seem to have doubted the value of this training. In his library he set up a bust of his teacher Vittorino, with laudatory inscription. Nor did Vittorino doubt that in this case his teaching had succeeded; no question of failure or defect because the righteous duke did not choose to become a classical scholar.

"Charles Darwin left school in 1825, at the age of 16; he might have been expected to stay two or three years longer, but his father and his headmaster agreed there would be no use in it; 'I was doing no good at school'. Many years later he pronounced his Schremsbury education 'simply a blank'. The severely classical curriculum of the English public school meant nothing to him, and his intellectual gifts and interests meant nothing to his teachers. His headmaster publicly rebuked him for spending time on 'useless' chemical experiments and the observation of insects.

In Darwin's day, the classical discipline was not thought useless, because it led to distinction in academic life, also in Church and

State; for these ends it needed no knowledge of science or technology to support it, no political or artistic awareness, no impulse to explore or to create. The men of the Renaissance had left one legacy only, it seemed, to nineteenth-century educators: a veneration for the language and literature of ancient Greece and Rome.

As the moving principle for a system of education, this no longer seems enough - not even to those who know the classics well and find them inspiring. That is why Greek grammars are the first textbooks for the dustbin being turned into something else. Classical teachers in the last 20 years have been much concerned with trying to link study of Latin and Greek with a creative use of the knowledge these languages can unlock; to make veneration for the past into a powerful motive for an ambitious concern with the active world of the present. This happens, at present, only for a very few.

If Latin teaching has been too exclusively concerned with the past, the opposite restriction often exists for modern languages: fluent conversation, detailed follow-up projects after exchange visits, but Goethe or Racine remaining mere names. The sciences again limit their vision to present and future: the living present of community studies, conservation, plotting satellites; the tough personal future of tightly packed examination syllabuses and application forms. In the fifties, history of science looked like a growth subject, but few schools have time for it now, and science no longer includes the past.

Would Vittorino find anything to commend in today's schools? The calculator and the memory bank seem to undermine his Platonic belief in mathematics as the great instrument for training men to think. Would history as studied today satisfy his search for moral exemplars in the past? He would approve national youth orchestras. He might like some of the craft syllabuses of examining boards which require both detailed appreciative study of past masters in lettering, say, or embroidery, and also original work in the craft's techniques and design. And why, he might ask, do so few English syllabuses make both demands? He would welcome the works of charity, local charity especially, in which some of the newest schools inventively excel.

For the rest, would our report from the Renaissance teacher be rather severe?

Portraits of the artists

Van Gogh: A Documentary Biography. By A M and Renfield Hamacher. Thames and Hudson £16.00, H 5011 01282 2.
A Small Yes and A Big No. By George Grosz. Allison and Busby £12.50 H 85031 455 0.

Our present image of Van Gogh is an buried in myth that a documentary biography might have provided a welcome return to the facts, but not even A M Hamacher, a student of the artist since 1917, and his very able wife have found it possible. A central issue in the life is Van Gogh's mental and physical conditions which the Hamachers state, not surprisingly, find its roots in his childhood. Presumably because there is no earlier appropriate material available the bulk of their documentary evidence is taken from the artist's own letters which, unfortunately, do not begin until he was 19. The roots, therefore, cannot be reached.

The Hamachers' aim was to offer "a reading of the original sources" but what they have done in effect is to use a novelist's skills in psychological narrative to furnish a portrait of the artist that is as far from sensationalism as it is from the sublime. Persistent subjects and themes in the correspondence are drawn out and habits of thinking and association underlined so that a picture emerges of this particular man with his own peculiar mind. An obsessive reader and consumer of art, he probably did live, despite an inclination towards extreme situations, solely for the inner life as the Hamachers suggest.

In a letter of 1883, shortly after

his decision at 27 to become a painter, he wrote "Books and art are alike for me, and I do not support the claim that I was mad but that he recognized the interpenetration of all three. The Hamachers have chosen to look in "the area where art merges into life and vice versa," and it is a measure of the value of both that they are able to illuminate so many possible sources of Van Gogh's brilliantly symbolic images of meaning in his art.

George Grosz speaks for himself and the persistent tone of his biography is one of disgust for "the small rebellious idea that goes by the name of man". Unlike Van Gogh he "never had any... with the masses", and if he was to trust the evidence of the drawings, he cannot have liked them amongst the rest of humanity either. The portfolios "The Face of the Ruling Class" and "The Face of the Poor" are the scurrilous images of Berlin in the twenties that has been so fully exploited by others ever since. But it was the major obstacle to Grosz fulfilling his later dream of becoming a popular illustrator when he settled in America in 1933.

"Wieland (Herzfeld, his publisher) liked my work and, at the time, probably read political writings into it that I myself did not intend." So did Lenin, "permeated by my book *The Face of the Ruling Class*, which he probably saw as another blow at the hated capitalist system". Convinced now that this is the key to freedom in Grosz's motto in America "I am neither a native nor, more fully, as cynical as he can be."

Michael Clark



This chrysolite scene from a pottery fragment formed at Mycenae is set in illustrations to Lord William Taylor's *The Mycenaeans*, a new and edition of which has just been published by Thames and Hudson. It is still the best book on the subject, telling the extraordinary story of the way Schliemann and his successors discovered the historical facts behind some of the world's greatest legends.

Special attention

Teaching Plans for Handicapped Children. By Franz Morgenstern. Methuen £7.50, 0 416 73260 7, £3.95, 73270 4.

Disability: Whose Handicap? By Ann Shearer. Blackwell £8.50, 0 631 12671 6, £2.95, 12768 2. The Practice of Special Education. Edited by Will Swann. Basil Blackwell £16.00, 0 631 12879 4, £4.50, 12885 9.

What Franz Morgenstern tells us about handicapped children is only what we know about the able-bodied; that learning should take place within a purposeful context, the fragmented knowledge causes panic while order and routine reassure, that success is the basis of motivated learning. The curriculum which we tolerate within normal schooling (a success in a French exam but so what?) intensifies the disabled child who can complete a lesson but is not led on to colour, compare, or new concepts.

The responses are tiny, the rewards slow. You must observe

obstacles to learning, switch emphasis from theoretical teaching programmes to the child's habits and development, then follow the individual's intellectual, social and emotional maturation. Remember that a cerebral palsied child cannot move his head and limbs fast enough to establish casual relationships. All is obvious, Morgenstern's merit is in tempering excellent knowledge with common sense. He is especially good on the limited use of punishment and how to avoid it. He condemns the treatment of psychotic, mentally handicapped adolescents in large hospitals.

As does Ann Shearer, unequivocally: "It is the perception of their inhabitants as less than human, as even animal, that has allowed the quite appalling physical environment which large institutions have so often provided."

Disability: Whose Handicap? stresses our responsibility. Popular culture limits the disabled, stigmatizes them, leads to misguided charity and the desire to tidy away the handicapped into hostels and hospitals, without privacy, rowing to staff in uniforms ("It's like the

army, you see, the staff are in charge - that's why they wear uniforms." We expect the disabled to be helpless, sexless, emotionless. Quaintions from sufferers remain that they are people. We must prove technical aids, encourage help groups, adapt housing, places, schools, give them a clout and remember that we're the worst handicap.

Will Swann's Open University Reader shares the social conclusion that social milieu shapes the blind, the blind, the deaf, the "Whose Remedies" whose condemns remedial education as "ambulance service" within a dependent-prone system when competent, special classes rarely accept. Professionals are to blame: psychologists with their "diagnosis" and social workers with their static view of the disabled, ignore parents. The parent should control the professionals, Shearer and Roth maintain.

Jenny O'Connell

Classified Advertisements

Index to Appointments vacant, Wanted and other classifications

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History

Home Economics

Modern Languages

Music

Pastoral

Physical Education

Religious Education

Rural Science

Science

Social Studies

Speech and Drama

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SECONDARY COMMERCIAL SUBJECTS continued

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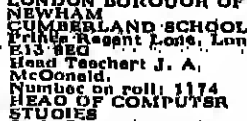
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Scale 1 Posts

BARNET

LONDON BOROUGH OF

EAST BARNET SCHOOL

11-13 Girls

Wanted for September 1983

Scale 1 Economics

Wanted for September 1983

Scale 1 Economics

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LONDON BOROUGH OF

EAST BARNET SCHOOL

11-13 Girls

Wanted for September 1983

Scale 1 Economics

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Scale 1 Economics

Wanted for September 1983

Scale 1 Economics

Wanted for September 1983

Scale 1 Economics

SECONDARY MATHEMATICS continued

KENT
THE SKINNERS' SCHOOL
 The Skimmers' School, Maidstone, Kent, is seeking a Head of Department for Mathematics. The successful candidate will be responsible for the co-ordination of the Mathematics Department, the development of the curriculum, and the supervision of the staff. The post is full-time and involves a salary of £10,000 per annum. Applications should be sent to the Headmaster, The Skimmers' School, Maidstone, Kent, by 15th March 1983.

LEICESTERSHIRE
LONG FISH HILL SCHOOL
 The Long Fish Hill School, Leicester, is seeking a Head of Department for Mathematics. The successful candidate will be responsible for the co-ordination of the Mathematics Department, the development of the curriculum, and the supervision of the staff. The post is full-time and involves a salary of £10,000 per annum. Applications should be sent to the Headmaster, Long Fish Hill School, Leicester, by 15th March 1983.

MID GLAMORGAN
COUNTY COUNCIL
 The Mid Glamorgan County Council is seeking a Head of Department for Mathematics. The successful candidate will be responsible for the co-ordination of the Mathematics Department, the development of the curriculum, and the supervision of the staff. The post is full-time and involves a salary of £10,000 per annum. Applications should be sent to the Headmaster, Mid Glamorgan County Council, by 15th March 1983.

ESSEX
ST. MARTIN'S SCHOOL
 St. Martin's School, Essex, is seeking a Head of Department for Mathematics. The successful candidate will be responsible for the co-ordination of the Mathematics Department, the development of the curriculum, and the supervision of the staff. The post is full-time and involves a salary of £10,000 per annum. Applications should be sent to the Headmaster, St. Martin's School, Essex, by 15th March 1983.

KENT
COUNTY COUNCIL
 The Kent County Council is seeking a Head of Department for Mathematics. The successful candidate will be responsible for the co-ordination of the Mathematics Department, the development of the curriculum, and the supervision of the staff. The post is full-time and involves a salary of £10,000 per annum. Applications should be sent to the Headmaster, Kent County Council, by 15th March 1983.

SUFFOLK
WILTONS EDUCATION
 Wiltons Education, Suffolk, is seeking a Head of Department for Mathematics. The successful candidate will be responsible for the co-ordination of the Mathematics Department, the development of the curriculum, and the supervision of the staff. The post is full-time and involves a salary of £10,000 per annum. Applications should be sent to the Headmaster, Wiltons Education, Suffolk, by 15th March 1983.

SHROPSHIRE
SHROPSHIRE EDUCATION COMMITTEE
 The Shropshire Education Committee is seeking a Head of Department for Mathematics. The successful candidate will be responsible for the co-ordination of the Mathematics Department, the development of the curriculum, and the supervision of the staff. The post is full-time and involves a salary of £10,000 per annum. Applications should be sent to the Headmaster, Shropshire Education Committee, by 15th March 1983.

LEICESTERSHIRE
LONG FISH HILL SCHOOL
 The Long Fish Hill School, Leicester, is seeking a Head of Department for Mathematics. The successful candidate will be responsible for the co-ordination of the Mathematics Department, the development of the curriculum, and the supervision of the staff. The post is full-time and involves a salary of £10,000 per annum. Applications should be sent to the Headmaster, Long Fish Hill School, Leicester, by 15th March 1983.

SHROPSHIRE
SHROPSHIRE EDUCATION COMMITTEE
 The Shropshire Education Committee is seeking a Head of Department for Mathematics. The successful candidate will be responsible for the co-ordination of the Mathematics Department, the development of the curriculum, and the supervision of the staff. The post is full-time and involves a salary of £10,000 per annum. Applications should be sent to the Headmaster, Shropshire Education Committee, by 15th March 1983.

KENT
COUNTY COUNCIL
 The Kent County Council is seeking a Head of Department for Mathematics. The successful candidate will be responsible for the co-ordination of the Mathematics Department, the development of the curriculum, and the supervision of the staff. The post is full-time and involves a salary of £10,000 per annum. Applications should be sent to the Headmaster, Kent County Council, by 15th March 1983.

LEICESTERSHIRE
LONG FISH HILL SCHOOL
 The Long Fish Hill School, Leicester, is seeking a Head of Department for Mathematics. The successful candidate will be responsible for the co-ordination of the Mathematics Department, the development of the curriculum, and the supervision of the staff. The post is full-time and involves a salary of £10,000 per annum. Applications should be sent to the Headmaster, Long Fish Hill School, Leicester, by 15th March 1983.

BARNESLEY
METROPOLITAN BOROUGH
 The Metropolitan Borough of Barnsley is seeking a Head of Department for Mathematics. The successful candidate will be responsible for the co-ordination of the Mathematics Department, the development of the curriculum, and the supervision of the staff. The post is full-time and involves a salary of £10,000 per annum. Applications should be sent to the Headmaster, Metropolitan Borough of Barnsley, by 15th March 1983.

Estover Comprehensive School,
 Miller Way, Estover, Plymouth
 (Roll September, 1983 - 630.)
Scale 3 (Two Posts)
Heads of Departments

The school opened in 1981 with a first year intake and will grow to a full 11-18 comprehensive by 1987. Heads of Departments are now being sought to build on the development initiated by staff of the original lower school unit. Candidates should be Hons. Graduates with substantial experience of preparing candidates for both 16+ and 'A' level examinations. Required for September, 1983:

- (1) Head of Modern Languages
- (2) Head of Geography

Closing date 11th March, 1983.
 Application forms for the above appointments are obtainable from the Head Teacher at the School. Please enclose S.A.S.

DEVON

Cheshire
 Application forms (send S.A.S.) are obtainable from the Head of the School, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.

SCALE 2 POST
PHYSICS
 Sandbach High School, Sandbach, Cheshire CW11 9EB.
 Headmaster: Mr. J. R. O. Tomlinson, M.A., Director of Education.

SCALE 1 POST
COMPUTER STUDIES
 Winsford Woodford Lodge Comprehensive School, Winsford, Cheshire CW11 9EB.
 Headmaster: Mr. J. R. O. Tomlinson, M.A., Director of Education.

Required for September, 1983:
Elriss High School, Colwyn Bay (2025)
 (11-18, 945 pupils)
Head - C. R. Thomas, M.A.
 Graduate Teacher as **HEAD OF THE FRENCH DEPARTMENT**
 with the Faculty of Languages. SCALE 3 post.
 Flourishing department including language laboratory, positive French exchange. Please state any other language.

Yale Sixth Form College, Wrexham (35121)
 (650 students)
Principal - Elton Ellis, B.A.

HEAD OF DEPARTMENT BIOLOGY, SCALE 4
 (Burnham P & S Scales).
 Application Forms may be obtained from the Head/Principal, to whom they should be returned by 7th March, 1983.

JOHN HOWARD DAVIES
 Director of Education

CLWYD COUNTY COUNCIL

WEST SUSSEX
WILTONS EDUCATION
 Wiltons Education, West Sussex, is seeking a Head of Department for Mathematics. The successful candidate will be responsible for the co-ordination of the Mathematics Department, the development of the curriculum, and the supervision of the staff. The post is full-time and involves a salary of £10,000 per annum. Applications should be sent to the Headmaster, Wiltons Education, West Sussex, by 15th March 1983.

BARNET
LONGFISH HILL SCHOOL
 The Long Fish Hill School, Barnet, is seeking a Head of Department for Mathematics. The successful candidate will be responsible for the co-ordination of the Mathematics Department, the development of the curriculum, and the supervision of the staff. The post is full-time and involves a salary of £10,000 per annum. Applications should be sent to the Headmaster, Long Fish Hill School, Barnet, by 15th March 1983.

BUCKINGHAMSHIRE
COUNTY COUNCIL
 The Buckinghamshire County Council is seeking a Head of Department for Mathematics. The successful candidate will be responsible for the co-ordination of the Mathematics Department, the development of the curriculum, and the supervision of the staff. The post is full-time and involves a salary of £10,000 per annum. Applications should be sent to the Headmaster, Buckinghamshire County Council, by 15th March 1983.

HERTFORDSHIRE
HARTFORDSHIRE EDUCATION COMMITTEE
 The Hertfordshire Education Committee is seeking a Head of Department for Mathematics. The successful candidate will be responsible for the co-ordination of the Mathematics Department, the development of the curriculum, and the supervision of the staff. The post is full-time and involves a salary of £10,000 per annum. Applications should be sent to the Headmaster, Hertfordshire Education Committee, by 15th March 1983.

NORTH YORKSHIRE
COUNTY COUNCIL
 The North Yorkshire County Council is seeking a Head of Department for Mathematics. The successful candidate will be responsible for the co-ordination of the Mathematics Department, the development of the curriculum, and the supervision of the staff. The post is full-time and involves a salary of £10,000 per annum. Applications should be sent to the Headmaster, North Yorkshire County Council, by 15th March 1983.

OXFORDSHIRE
COUNTY COUNCIL
 The Oxfordshire County Council is seeking a Head of Department for Mathematics. The successful candidate will be responsible for the co-ordination of the Mathematics Department, the development of the curriculum, and the supervision of the staff. The post is full-time and involves a salary of £10,000 per annum. Applications should be sent to the Headmaster, Oxfordshire County Council, by 15th March 1983.

SHROPSHIRE
SHROPSHIRE EDUCATION COMMITTEE
 The Shropshire Education Committee is seeking a Head of Department for Mathematics. The successful candidate will be responsible for the co-ordination of the Mathematics Department, the development of the curriculum, and the supervision of the staff. The post is full-time and involves a salary of £10,000 per annum. Applications should be sent to the Headmaster, Shropshire Education Committee, by 15th March 1983.

SHROPSHIRE
SHROPSHIRE EDUCATION COMMITTEE
 The Shropshire Education Committee is seeking a Head of Department for Mathematics. The successful candidate will be responsible for the co-ordination of the Mathematics Department, the development of the curriculum, and the supervision of the staff. The post is full-time and involves a salary of £10,000 per annum. Applications should be sent to the Headmaster, Shropshire Education Committee, by 15th March 1983.

SHROPSHIRE
SHROPSHIRE EDUCATION COMMITTEE
 The Shropshire Education Committee is seeking a Head of Department for Mathematics. The successful candidate will be responsible for the co-ordination of the Mathematics Department, the development of the curriculum, and the supervision of the staff. The post is full-time and involves a salary of £10,000 per annum. Applications should be sent to the Headmaster, Shropshire Education Committee, by 15th March 1983.

Opportunities with Nottinghamshire

Unless otherwise stated the following posts are required for the Autumn Term, 1983. Application forms/further details are available from the Head Teacher of the school concerned on receipt of a stamped addressed envelope. Closing date: 11th March, 1983 unless otherwise indicated.

Secondary
 Deputy Headteacher - Group 12

Scale 1 - Mathematics
ARNOLD HILL SCHOOL, Gilling Road, Arnold, Nottingham NG5 8NZ.
 Headmaster: W. C. Evans, J.P., B.Sc., F.R.S. Mixed 1280 (11-18).
 For September a well qualified teacher of Mathematics to teach throughout the school.

Scale 1 - Modern Languages
ORDFALL HALL COMPREHENSIVE SCHOOL, Ordfall Road, Retford, Nottingham DN22 7PL.
 Headmaster: M. P. James, B.A. Mixed 884 (11-18).
 Teacher of German, with some French, to join a committed and developing department. Full details available from the Headmaster at the school.

Scale 1 - Various Posts
ASHFIELD COMPREHENSIVE SCHOOL, Burton Road, Netherfield, Nottingham NG17 4HP.
 Headmaster: R. G. Allen, M.A., M.Ed. Mixed 1060 (11-18).
 1) Teacher of Art to join a flourishing department which offers courses up to 'A' level standard. Ability to offer Pottery an advantage.
 2) Experienced teacher of Computer Studies to assist in the development of the subject throughout the school. 'O' and 'A' level teaching available. Ability to offer Physics as an advantage.
 3) Well qualified teacher of Economics up to 'A' level. Business Studies and various modules of the B.E.C. syllabus.
 4) Lively and imaginative teacher of History to join a successful department which runs courses up to 'A' level standard.
 5) Teacher of Physics to teach throughout the school. Well equipped department with strong 'A' level tradition.
 6) Teacher of Religious Education with a strong commitment to World Religions. Opportunities to take part in Community Care Programmes at the Personal Development Centre for senior pupils.
 7) Teacher of Special Needs Department to join a strong team led by a Senior Teacher. The needs of the slow learners are met by special classes and by withdrawal from the main class.

Scale 1 - Economics
CHILWELL COMPREHENSIVE SCHOOL, Queens Road West, Chilwell, Beeston.
 Headmaster: Mrs. A. M. Griffiths, B.A. Mixed 1144 (11-18).
 Teacher of Economics to teach up to 'A' level standard. Please state subsidiary subjects.

Scale 1 - Mathematics (two posts)
Scale 1 - General Science
BUTTON CENTRE COMPREHENSIVE SCHOOL, High Pavement, Sutton-in-Ashfield, Nottingham NG17 1EE.
 Headmaster: T. King, J.P., B.A. Mixed 1200 (11-18).
 Headmaster and deputy headmaster to work with mixed ability groups throughout the school in the first language across the ability range, and to contribute to the further development of this unique community centre.

OXFORDSHIRE
COUNTY COUNCIL
 The Oxfordshire County Council is seeking a Head of Department for Mathematics. The successful candidate will be responsible for the co-ordination of the Mathematics Department, the development of the curriculum, and the supervision of the staff. The post is full-time and involves a salary of £10,000 per annum. Applications should be sent to the Headmaster, Oxfordshire County Council, by 15th March 1983.

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Other Assistants

Required for September 1983: a well qualified graduate teacher of English. It is the wish of the principal to appoint a House in delegate specific responsibilities within the department, and thus to appoint a teacher who has experience in a curricular department and is now seeking to undertake a more national ability. Teaching will be across the whole 11 - 18 age range including CSE and University School.

Please apply with names of two referees. The Headmaster, Red Modern School, Main Lane, Bedford MK41 0A soon as possible.

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LONDON
EDUCATION
AUTHORITY

Applications are invited for the following posts. Salary according to the London (P2) award. Lecturer Grade 1 (and part-time) in the range of £2,305-£2,567 starting point depending on qualifications, training and experience. Lecturer Grade 2 £2,005-£2,265. Senior Lecturer £2,512-£2,774. Head of Department Grade 3 £2,440-£2,696. For all posts, at least stated otherwise, there is an inner London Allowance of £254. L.E.A. is an equal opportunities employer.

CENTRAL SCHOOL OF ART AND DESIGN

Southampton Row, London WC1B 4AP
Tel: 01-405 1825
Fine Art Department, Painting Section
Requiring 1st and 2nd September 1983. Lecturers to teach Painting and Drawing. Applications should be sent to the Senior Lecturer in the School, to whom they should be returned within 14 days of this advertisement.

PADDINGTON COLLEGE

Chelms School of Chiropractic
Sanford Street, London NW8 8BN
Lecturer II. Applications are invited from persons holding appropriate professional qualifications for appointment to the permanent staff to teach Chiropractic to students attending three year full-time courses and also to qualified chiropractors attending refresher courses. Assistance may be given towards household removal expenses. Further details and application forms are available from the Secretary to the School (Ref: KJ2EA35).

SOUTH EAST LONDON COLLEGE

Lewisham Way, London SE4 1UT
Department of Hotel and Catering Studies
Lecturer I in Professional Cookery (Ref: HCS45)
To teach Professional Cookery to craft students on full-time and part-time courses. Experience in the kitchen of a first class catering establishment is essential, together with an advanced craft qualification such as City & Guilds Part 3 or equivalent. Teaching experience and qualifications are desirable. Assistance may be given towards household removal expenses. Further details and application forms may be obtained from the College at the above address (tel. 01-852 1153 ext. 286). Applications to be returned by 11 MARCH 1983. It is essential to quote the reference number.

SOUTH THAMES COLLEGE

Wandsworth High Street, London SW18 2PP
Department of Business and Computer Studies
Lecturer I in Business Studies (Ref: BCS1-83)
The person appointed will be required to teach the BSC National Modern Studies in an Environment and studies, and marketing, up to BSC National and BSC Higher levels. Applicants should be well qualified in the subject, have commercial and teaching experience. Application forms and further details available from the Principal's office, returnable within 14 days from appearance of advertisement. Please quote post reference number and address stamped addressed envelope.

EDUCATION AUTHORITY

AWDROOD ADDYSS

PEMBROKESHIRE TECHNICAL COLLEGE

Applications are invited for:
1. HEAD OF DEPARTMENT OF CATERING to be responsible for the College's training restaurant and all associated classes. The post is offered from 1st September 1983. The salary will be that for a Grade II Head of Department, £21,400 to £22,204.
2. LECTURER GRADE II IN COMPUTING to develop the College's programme in micro-computing and micro-electronics (the person appointed will start in September 1983). Salary £20,855 to £21,022.
Further details and terms of application are available from: The Principal, Pembroke Technical College, Daw Street, Haverfordwest, to whom they are to be returned not later than the 11th March 1983.
3. An adult civil servant to be made.
Further details and terms of application are available from: The Principal, Pembroke Technical College, Daw Street, Haverfordwest, to whom they are to be returned not later than the 11th March 1983.
4. An advertisement.
Required for September 1983.
Queen Elizabeth's Community Comprehensive School, Carmarthen (Group 10). Good Honours Graduate in FRENCH (Scale 1) to teach the subject to Ordinary and C.E.E. levels and to contribute to Advanced Level teaching. Application by letter, giving details of age, qualifications and experience, together with the names and addresses of two referees to the Headmistress by 11th March 1983.
W. J. PHILLIPS, Director of Education, Education Department, Pembroke, Carmarthen, Dyfed, SA31 2NH.
W. J. PHILLIPS, Director of Education, Education Department, Pembroke, Carmarthen, Dyfed, SA31 2NH.

COLLEGES OF FURTHER EDUCATION

W. YORKSHIRE

KEIGHLEY TECHNICAL COLLEGE

Department of General Education, Science and Computing
Senior Lecturer/Head of Department of Humanities (Salary Scale £19,173 to £21,084 p.a.)
Post Ref. No. 82/138

A Senior Lecturer is required to take overall responsibility for the administration and development of a new course in the Humanities involving the study of the History, Literature and Communications Studies and Languages and to lead a young, dynamic team involved in the promotion of this work across the College.

Applicants should have a sound academic background with graduate or equivalent qualifications. An ability to teach within a broad range of subjects is essential. The successful candidate will be considered for other posts in the College.

The appointment is designed for someone with a career in education and progressive career. The successful candidate will be considered for other posts in the College.

Application forms and further details are available from the Personnel Officer, Keighley Technical College, Cavendish Street, Keighley, West Yorkshire LS20 3JF. Tel: 01937 54441. Closing date 8th March, 1983.

We are an Equal Opportunity Employer. 16/21/83

WILTSHIRE

CHIPPENHAM TECHNICAL COLLEGE

College Road, Chippenham, Wiltshire SN13 300
APPOINTMENT OF LECTURER IN BUSINESS STUDIES
Applications are invited for the post of Lecturer in Business Studies. The successful candidate will be required to teach the BSC National Modern Studies in an Environment and studies, and marketing, up to BSC National and BSC Higher levels. Applicants should be well qualified in the subject, have commercial and teaching experience. Application forms and further details available from the Principal's office, returnable within 14 days from appearance of advertisement. Please quote post reference number and address stamped addressed envelope.

2. LECTURER II - SECTION HEAD

IN ROOF SLATING AND TILING

Applications are invited from suitably qualified, first class slaters and tilers who can offer a wide range of experience in the roofing industry. Candidates should be able to develop full-time, block release, part-time day and specialist short courses to meet the requirements of industry and preferably be teacher trained. Applications from suitably qualified candidates will be welcomed.

Application forms and further details are available from the Principal's office, returnable within 14 days from appearance of advertisement. Please quote post reference number and address stamped addressed envelope.

WOLWICH COLLEGE

Villies Road Plumstead

SE18 7PN

Tel: 01-856 1215

LECTURER IN PHYSICS AND LECTURER IN CHEMISTRY

Involved in the development of the college's programme in micro-computing and micro-electronics (the person appointed will start in September 1983). Salary £20,855 to £21,022.

Both appointments will involve teaching a wide range of subjects at levels up to OCE A level. In particular the physics post is primarily for OCE A level work while the chemistry post is more concerned with correct level work. Suitably qualified candidates should be well qualified in the subject, have commercial and teaching experience. Application forms and further details available from the Principal's office, returnable within 14 days from appearance of advertisement. Please quote post reference number and address stamped addressed envelope.

Further details and terms of application are available from: The Principal, Wolwich College, Villies Road, Plumstead, London SE18 7PN, to whom they are to be returned not later than the 11th March 1983.

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Community Homes and Associated Institutes

Other Appointments

HILLINGDON

LONDON BOROUGH OF HILLINGDON

CHARVILLE LANE CHURCH CENTRE, Hillingdon, Middx

TEACHER SCALE 2

Due to an increase in the hours established for teaching at Charville Lane Church Centre, we are now looking for a teacher of general subjects preferably with an interest in outdoor pursuits and/or a knowledge of the use of the College's facilities.

Particular consideration will be given to people willing to work in a flexible way.

Informal enquiries to Derek Brown, Officer in Charge of Charville Lane on 01-861 4444.

Salary includes £248 London weighting (non-resident), £144 Special Responsibility Allowance.

Application forms and further details are available from the Personnel Officer, Charville Lane Church Centre, Hillingdon, Middx, on 01-861 4444.

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ACADEMIA BRITANICA CUSCATLECA

Santa Tecla, El Salvador

Central America

The Governors invite applications for the following Primary and Secondary posts from 1st September, 1983. The school has an international reputation and is a centre for the University of London and University of Cambridge examinations. During the last few years it has had a remarkable record of progress and stability and is now developing a Sixth Form curriculum based on the International Baccalaureate. The school is a non-profit-making, coeducational day school of 820 pupils aged 3 to 18. (Burmham Group X).

There are 51 staff of whom 34 are British trained and/or bilingual. The premises are purpose-built on an attractive 11 acre site west of the capital, San Salvador.

Applicants should be qualified and experienced teachers. Employment may be found for married couples where both are qualified to fill educational posts vacant at the school.

- 1. ASSISTANT MATHEMATICS**
Qualified graduate or non-graduate required to teach to G.C.E. and I.B. level.
- 2. PHYSICIST**
Qualified graduate or non-graduate required to teach to G.C.E. and I.B. level.
- 3. ENGLISH/HISTORY ASSISTANT**
Qualified graduate or non-graduate required to teach to external examination level in one or both subjects.
- 4. INFANT TEACHER**
Teacher of 6-7 year old pupils required. Music and specialism advantage but not essential. Applications welcome from newly qualified staff.

All these posts are scale 2 appointments. They have become vacant because of school development and expansion. Salary for all posts paid in local currency £22,000 to £32,000 (official exchange rate, 25 January, 1983, £4.00 to C).

CONTRACT TERMS
Two year guaranteed contract, return air fares, baggage allowance and travel expenses. Superannuation scheme, Spanish course, end of contract bonus, taxation between 7% and 14%, free education for children in the school. Free private hospitalization, other medical and fringe benefits.

For further particulars send a large self-addressed, stamped, foolscap envelope to: P. Burns, Brownhill House, Brownhill, Stroud GL8 8AS. Closing date for applications March 18th, 1983. Interviews will be held in London with the Headmaster (Mr. Francis J. Poppleton) 18th and 19th April, 1983.

OVERSEAS continued

SWEDEN

ADULT EDUCATION

Applications exist for teachers of English as a Foreign Language at our centre in Malmö, Sweden, from 1st September, 1983. The centre is a part of a national network of adult education. The centre is a part of a national network of adult education. The centre is a part of a national network of adult education.

The posts are open to men and women between 21 and 40 years of age, who must be either (A) trained teachers or (B) qualified with a Full Graduate Certificate in Education.

Candidates should also be originally resident in the United Kingdom. Married couples will be considered for joint appointments. The posts are not subject to a quota. The posts are not subject to a quota. The posts are not subject to a quota.

Salary: approx. 35,500 SEK per annum tax free. Return fare from UK paid. Interview will be held in London and Manchester from 18th to 20th April. Please state town of preference if shortlisted.

Please apply with full details of qualifications and experience to date and your curriculum vitae (CV) including the names and addresses of referees. At least one should be a person to whom you have been recommended by a professional body. A curriculum vitae should be submitted. Good applications should be sent to: Swedish Education Office, Box 700, S-100 07 Stockholm, Sweden. Tel: 08-33 53 53. Fax: 08-33 53 53. Closing date: 15th March 1983. Applications received after 15th March 1983 will be considered on a rolling basis.

For further particulars send a large self-addressed, stamped, foolscap envelope to: P. Burns, Brownhill House, Brownhill, Stroud GL8 8AS. Closing date for applications March 18th, 1983. Interviews will be held in London with the Headmaster (Mr. Francis J. Poppleton) 18th and 19th April, 1983.

UNITED ARAB EMIRATES

Required for September 1983. U.K. trained, fully qualified and experienced teachers with a minimum of 5 years experience in primary and secondary schools. The school is a part of a national network of adult education. The centre is a part of a national network of adult education. The centre is a part of a national network of adult education.

The posts are open to men and women between 21 and 40 years of age, who must be either (A) trained teachers or (B) qualified with a Full Graduate Certificate in Education.

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HAMPSHIRE

EDUCATION COMMITTEE

ALTON COLLEGE

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HERTFORDSHIRE

COUNTY COUNCIL

EDUCATION

UNEMPLOYMENT

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EXAMINERS
continuedTHE ASSOCIATED
EXAMINING BOARD

The Board invites applications for the post of **RESERVE ASSISTANT EXAMINER** for **GRAPHIC COMMUNICATION** (140), **PAINTING** (141) and **SCULPTURE** (142) for the 1985 examination. Applicants must have a degree or equivalent qualification in a relevant subject, and a minimum of four years' recent relevant teaching experience. Further information and application forms may be obtained from The Secretary, Examinations Board, Wellington House, 100, Strand, London WC2R 2LS. Closing date: 15th March 1983. 000000

Miscellaneous

BEDFORDSHIRE

EDUCATION SERVICE
CHIEF EXAMINER
Required for April 1984. A full-time post, responsible for the examination of candidates in the county of Bedfordshire. The post holder will be responsible for the examination of candidates in the county of Bedfordshire. Further details from the Chief Education Officer, Bedfordshire Education Service, 18th March 1983. 000000

MATHS TUTOR, Physics, Chemistry, Biology, etc. required. South London, experienced. Salary £4000 p.a. New Road St. 000000

University of London
University Entrance and School Examinations Council
General Certificate of Education Examination

The Council invites applications for the following appointments:

Chief Examiners from June 1984

(2 Posts)
Advanced level
Accounting (Overseas)

Applicants should be graduates or hold appropriate qualifications and should be under 45 with five years recent teaching experience. Examining experience essential.

For application forms and further details write to:

The Secretary,
University Entrance and School Examinations Council,
University of London,
66-72 Gower Street,
London WC1E 6EE.

Applicants should enclose a self-addressed foolscap envelope. Completed application forms should be returned by 25th March 1983.



Kingsbury Hospital

Instructors

SPECIAL NEEDS DEPARTMENT

We are looking for two imaginative and resourceful people to work as part of a team, meeting the needs of a small group of profoundly mentally handicapped young adults.

Kingsbury is a small community hospital set in pleasant grounds, within a short distance from Central London.

Annual Leave is 20 days per annum + 10 Bank and Statutory holidays.

Salary Scale: £5,048-£7,445 Single Handed, Inc. 25,488-£8,278 Under Supervision, Inc.

Hours: 36 per week Monday-Friday.

Diploma - TMA - CSF or relevant experience desirable.

For informal discussion, please contact Mr. Derek Winton on 01-204 2292, Ext. 20.

For application form, please contact the District Personnel Department, Central Middlesex Hospital, Acton Lane, London NW10 7NS or Tel: 01-895 5733, Ext. 2844.

Closing date: 11th March 1983.

AN INTERESTING PART TIME JOB
(2-4 DAYS PER WEEK)
IN SCHOOL TERM TIME ONLY

ARE YOU interested in work involving promotion and research (but not direct selling) with an old established publisher of books for students in FE, HE and on professional courses?

IT WOULD HELP if you have been involved with books as a librarian, teacher or bookseller but not all of our college team have professional qualifications and an organised approach to work and an interest in people are more important.

You WILL NEED to feel confident about driving a hired car in either the southern or western halves of London and possibly adjoining Home Counties.

FOR A DETAILED JOB DESCRIPTION write to:
Roger Bayliss, Macdonald & Evans Publishers,
Estover Road, PLYMOUTH PL6 7PZ, Devon.

DURHAM

NORTH OF ENGLAND
CHRISTIAN EDUCATION
This is a Department of Christian Education in the area of the North of England. It is a full-time post, responsible for the education of candidates in the county of Durham. Further details from the Chief Education Officer, Durham Education Service, 18th March 1983. 000000

SOUTH WALES

Enthusiastic help required to develop and run a programme of study courses in South Wales. The programme is a full-time post, responsible for the education of candidates in the county of South Wales. Further details from the Chief Education Officer, South Wales Education Service, 18th March 1983. 000000

Outdoor Education

ABERDEEN
Regional Council
Enthusiastic help required to develop and run a programme of study courses in Aberdeen. The programme is a full-time post, responsible for the education of candidates in the county of Aberdeen. Further details from the Chief Education Officer, Aberdeen Education Service, 18th March 1983. 000000

Peripatetic
Teacher of Music

In accordance with the Education Committee's policy to expand and develop the Authority's instrumental teaching service, applications are invited for posts in the following specialist areas:

Violin/Viola Percussion
Cello

Scales 2 posts are available for suitably experienced candidates. In addition to teaching duties, it is hoped that there will be opportunities for ensemble playing in concerts for schools.

Application forms and further details available (S.A.) from the Director of Education (Ref. 828), County Hall, West Bridgford, Nottingham NG2 7DP. Closing date for receipt of applications - 11th March 1983.



Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7DP



'Linked Foster Parents'

An exciting development in the professional short-term fostering of youngsters and adolescents. In addition to the normal fostering role, applicants will be expected to link closely with Norfolk's new Family Centre in providing assessments of young people in crisis.

Financial remuneration relates to professional aspects of the fostering role.

If you are interested in finding out more about this scheme please contact the person appropriate to the area in which you reside:

South Norfolk: Sam Nathan, 74 Pople Street, Wymondham, Tel: Wymondham 62071.
Thetford: Marie Kempman, 32/33 St. John's Way, Thetford, Tel: Thetford 62501.

Great Yarmouth: Dorothy Taylor, 118/120 Gordon Road, Great Yarmouth, Tel: Gt. Yarmouth 50386.

King's Lynn: Pam Pitts, 94 Gaywood Hill Drive, King's Lynn, Tel: King's Lynn 88698.

Norwich: Matthew Horton, 91b Armas Street, Norwich, Tel: Norwich 612814.
Mary Wilkinson, Sandy Lane, Norwich, Tel: Norwich 27439.

DEVON

SHERN LODGE DUTDOON CENTRES
Check out, reputation and all the facilities in the North Devon and the rest of Devon. Further details from the Chief Education Officer, Devon Education Service, 18th March 1983. 000000

PLAN YOURSELF A BUSY SUMMER
We are looking for a number of teachers, preferably of young children, to work in our summer school. The school is a full-time post, responsible for the education of candidates in the county of Devon. Further details from the Chief Education Officer, Devon Education Service, 18th March 1983. 000000

WIDE CHOICE: Your own planned activity programme. Further details from the Chief Education Officer, Devon Education Service, 18th March 1983. 000000

NO GIMMICKS: No 'hook' good on paper activities. Further details from the Chief Education Officer, Devon Education Service, 18th March 1983. 000000

SPECIAL PROGRAM: Special programme for young children. Further details from the Chief Education Officer, Devon Education Service, 18th March 1983. 000000

HOME COMFORTS: Home comforts for staff. Further details from the Chief Education Officer, Devon Education Service, 18th March 1983. 000000

PERSONAL SERVICE: Personal service for staff. Further details from the Chief Education Officer, Devon Education Service, 18th March 1983. 000000

YOUNG ADULTS: Young adults programme. Further details from the Chief Education Officer, Devon Education Service, 18th March 1983. 000000

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NORTH YORKSHIRE

ENGLISH AS A FOREIGN LANGUAGE
Further details from the Chief Education Officer, North Yorkshire Education Service, 18th March 1983. 000000

NOTTINGHAMSHIRE
Further details from the Chief Education Officer, Nottinghamshire Education Service, 18th March 1983. 000000

PARIS
Further details from the Chief Education Officer, Paris Education Service, 18th March 1983. 000000

SHROPSHIRE
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THE TIMES EDUCATIONAL SUPPLEMENT 25.2.83

ENGLISH AS A FOREIGN
LANGUAGE

NOTTINGHAMSHIRE
Further details from the Chief Education Officer, Nottinghamshire Education Service, 18th March 1983. 000000

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Personal Announcements

PLAYPLUS PRESENTATIONS LTD.

We are a fast growing company offering 27 exciting ranges of educational learning aids, toys and games from 6 to 16 years.

We are looking for people, preferably with an educational background, to join our team of salesmen to demonstrate our products.

The job will enable you to earn money selling your own time to time. Use of a car is not essential.

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Tel: 01-429 1037.

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HFS arrange secured loans for Homeowners.

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100% MORTGAGE Top-ups, re-mortgages, immediately available. Northern Counties Insurance Agency, Freeport, Northwich, Cheshire. Tel: 07458 6311. 24 hour 8000000

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FRUSTRATED WITH TEACHING? Held back in your career? We are a major public company and need three successful people to join us at one of our London offices. Comprehensive and professional training is provided. If you are enthusiastic and good at dealing with people, telephone us now for further details. Ashbury, 241-243, 01-637 1076. 8000000

HOLIDAYS AND PERSONAL LOANS from £100 arranged without security. Freeport, Freeport & Co. Ltd., 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

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Would your school or club help to raise funds to enable this charity to continue educating refugees from various countries?

Speaker and exhibition available.

Contact: Secretary
E.F.R., 3 Morton Road,
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